REPORT RESUMES

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AN EDUCATIONAL AND CULTURAL SURVEY OF SEWARD COUNTY, NEBRASKA. FINAL REPORT.

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TO PROVIDE GUIDELINES FOR AN ADEQUATE PROGRAM OF EDUCATIONAL IMPROVEMENT IN A COUNTY REGARDED AS HAVING DEEPLY RURAL ROOTS, QUESTIONNAIRE RESPONSES WERE ANALYZED FROM SIX GROUPS OF RESPONDENTS--(1) PRESENT SENIORS ATTENDING THE COUNTY'S FIVE PUBLIC AND PAROCHIAL HIGH SCHOOLS (228 OR 96 PERCENT RESPONSE), (2) 1959 AND 1960 GRADUATES OF PUBLIC AND PAROCHIAL HIGH SCHOOLS (189 OR 55.8 PERCENT RESPONSE), (3) A RANDOM SAMPLE OF HOUSEHOLDS AND PARENTS OF STUDENTS CURRENTLY ENROLLED IN COUNTY SCHOOLS (154 OR 25.6 PERCENT RESPONSE), (4) PRINCIPALS OF ALL ELEMENTARY AND SECONDARY SCHOOLS (18 OR 100 PERCENT RESPONSE), (5) TEACHERS PRESENTLY TEACHING IN COUNTY SCHOOLS (166 OR 80 PERCENT RESPONSE), AND MEMBERS OF FIVE BUSINESS, PROFESSIONAL, AND CIVIC GROUPS THROUGHOUT THE COUNTY (35, RESPONSE NOT PERCENTAGED). BAR GRAPHS AND TABLES INDICATE RESPONDENT EVALUATIONS OF SCHOOL CURRICULAR AND ACTIVITY PROGRAMS, HOME RESOURCES, ADEQUACY OF HIGH SCHOOL EXPERIENCE, AND AVAILABILITY OF EDUCATIONAL MATERIALS. RECOMMENDATIONS SUMMARIZING THE STUDY'S FINDINGS INCLUDE--(1) FORMATION OF A COUNTY CURRICULUM COMMITTEE, (2) ESTABLISHMENT OF DIRECT COMMUNICATIONS BETWEEN THE COUNTY'S BOARDS OF EDUCATION, (3) SPONSORSHIP OF AN ADEQUATE FAMILY LIFE PROGRAM BY THE COUNTY'S CHURCHES IN COOPERATION WITH HOMES, SCHOOLS, AND OTHER GROUPS, (4) STRENGTHENING OF DRAMA, ART, AND MUSIC APPRECIATION PROGRAMS, AND (5) ADEQUATE PROVISION OF EDUCATIONAL MATERIALS WITH PROFESSIONAL SUPPORT FOR THEIR EFFECTIVE USE. (JK)

ED014810

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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AN EDUCATIONAL AND CULTURAL SURVEY OF SEWARD COUNTY, NEBRASKA

Granted to

SCHOOL DISTRICT OF SEWARD

by

UNITED STATES DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

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FINAL REPORT

OF THE

EDUCATIONAL AND CULTURAL SURVEY

OF SEWARD COUNTY, NEBRASKA

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INTRODUCTION

The common school exists to support and perpetuate American society. Quality education is therefore essential if the school is to function in a vital and vibrant manner. Quality education can exist in a Democracy only when all children have equal educational opportunities.

In recent years Seward County, Nebraska schools have begun to develop the internal flexibility essential in schools that keep abreast with curricular and technological innovations. This presents a constant challenge to new and experienced teachers, to rigid and movable walls, to conservative and expanded budgets. A dynamic democratic society is always a goad to its bureaucratic institutions.

Innovative studies such as the study described in this document permit citizens to express themselves regarding the expanded role their schools are being asked to play. This general involvement is essential if educators expect to receive the community support necessary to implement new programs.

Common elements are found in the educational problems different communities face. Therefore, the instruments used in this study and the findings resulting from it should prove useful to other communities planning to study their educational programs.

THE COMMUNITY

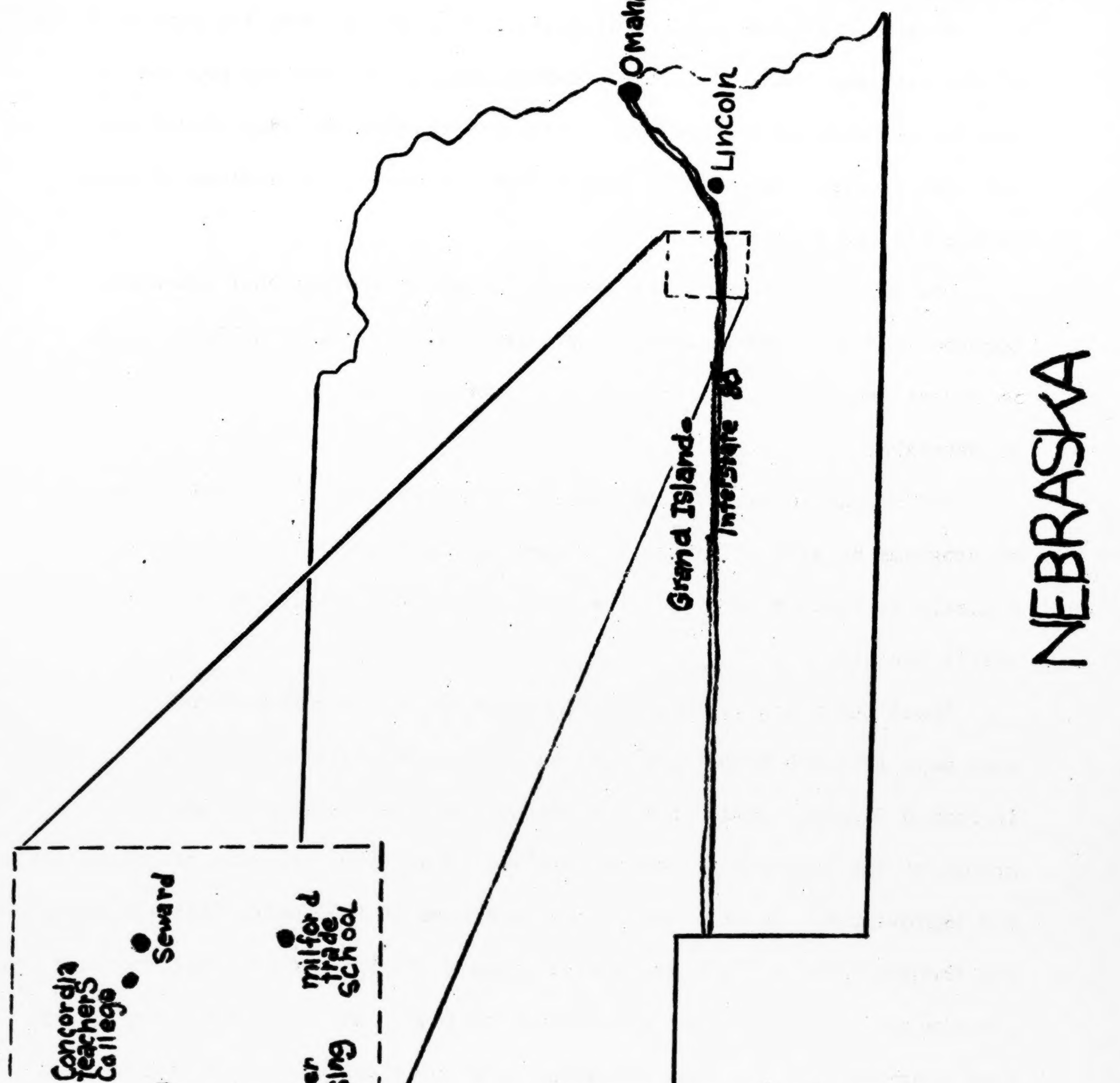
Seward County is primarily rural with a population of 15,000 residents. Three fairly equal population groups reside within Seward County: those who live on farms, those who live in the city of Seward, and those who live in the eight smaller towns. Seward County is located in the relatively populous southeastern section of Nebraska. It contains about 1% of the State's population and a little less than 1% of its area.

In some respects Seward County can be considered a microcosm of Nebraska. Nebraska might also be characterized as basically rural, and its population can likewise be divided into three fairly equal groups: those who live on farms, those who live in Omaha and Lincoln, and those who live in the almost 200 smaller cities and towns across the state.

Seward County is relatively close to the three largest cities of Nebraska. Seward, the county seat, is 25 miles west of Lincoln, 70 miles east of Grand Island, and 80 miles southwest of Omaha -- all by interstate highway. A number of Seward County residents work in Lincoln and a number of students attend the State University there.

A growing state supported vocational and technical school with approximately 700 students is located in Milford. A church supported teachers college with 1,300 students is located in Seward.

In many respects, Seward County is favorably situated with respect to its schools. Its residents have easy access to Omaha and Lincoln with their excellent educational and cultural advantages. Its teachers are less than an hour's drive from the State University, and many live but minutes from Concordia Teachers College, located in the center of the county. In addition, teachers can make use of Weslyan University and Union College in Lincoln and Doane College in Crete.


Omaha
Lincoln
Grand Island
Interstate 80
NEBRASKA
Seward County
Concordia Teachers College
Seward
Utica
Beaver crossing
Milford trade school

THE STUDY

Seward County has deep rural roots. As such, it wrestles with most of the problems that beset rural America today. One serious problem is that of determining how the County can best develop the educational and cultural program its children have a right to expect, regardless of their geographic and economic situation.

One way to handle this problem is to gather professional educators together and let them blueprint a program that the County would be asked to accept and implement. This is not a proper approach -- at least not in Nebraska.

The Nebraskan has a strong desire to be involved in the development of programs he will be asked to support -- and rightly so. This is an entirely reasonable point of view, and in the best traditions of a democratic society.

About two years ago a group of Seward County educators began to discuss ways in which educational and cultural opportunities could be improved in Seward County. Early in their discussions they determined that the people of the County must become involved in any such programs of evaluation and improvement. As the discussions continued in the months that followed, one thought came up again and again: Seward County's educational problems are similar to the problems other counties face. But it's one thing to say that everyone's in the same situation, and quite another thing to know what to do about it.

From these discussions came the suggestion that Seward County start to do something about it -- to develop instruments that would identify what the people in the County think about their schools, and what they are willing to do to improve them in areas that need improvement. Then, once such evaluative instruments have been developed for use in one County, they could be made available to other counties that wish to carry out similar studies.

The development of good evaluative instruments is a difficult task. That's why broad community studies of schools are rarely done. What studies have been done have been generally supported with foundation funds of one sort or another. Consequently, four Concordia Teachers College professors were asked to develop a proposal for such an investigation of educational and cultural activities in Seward County. The proposal that was submitted to the federal government listed the following statement of objectives and study outline:

Statement of Objectives

The objectives of this survey were:

(1) To allow citizens to express themselves regarding the educational and cultural needs of the County

(2) To gain support and utilization of educational and cultural services by community involvement

(3) To provide information to boards and leaders which will determine sensible spending priorities and proper space and staff utilization

(4) To assist school administrators and educators in developing a properly planned program for in-service training for teachers

Outline of the Study

The study:

(1) Saturation campaign to inform citizens of the nature of the study

(2) Discussions, open forums, organization programs

(3) The development and administration of various evaluative instruments that would elicit opinions from students, parents, and other adults about educational and cultural opportunities in the County

(4) Careful study of findings and the development of specific proposals to appropriate groups in the County

The Seward School District was awarded a planning grant of $20,210.00 by the Office of Education (Title III E. S. E. A., 1965) to conduct this study to determine the educational and cultural needs of the County. Eleven public school districts operating 16 schools with 164 teachers, and six parochial schools employing 43 teachers were involved in this study. The 24 schools with 184 classrooms in the County enroll 3,490 students in schools ranging in size from six to 800 students, with an average of 142. (see following page)

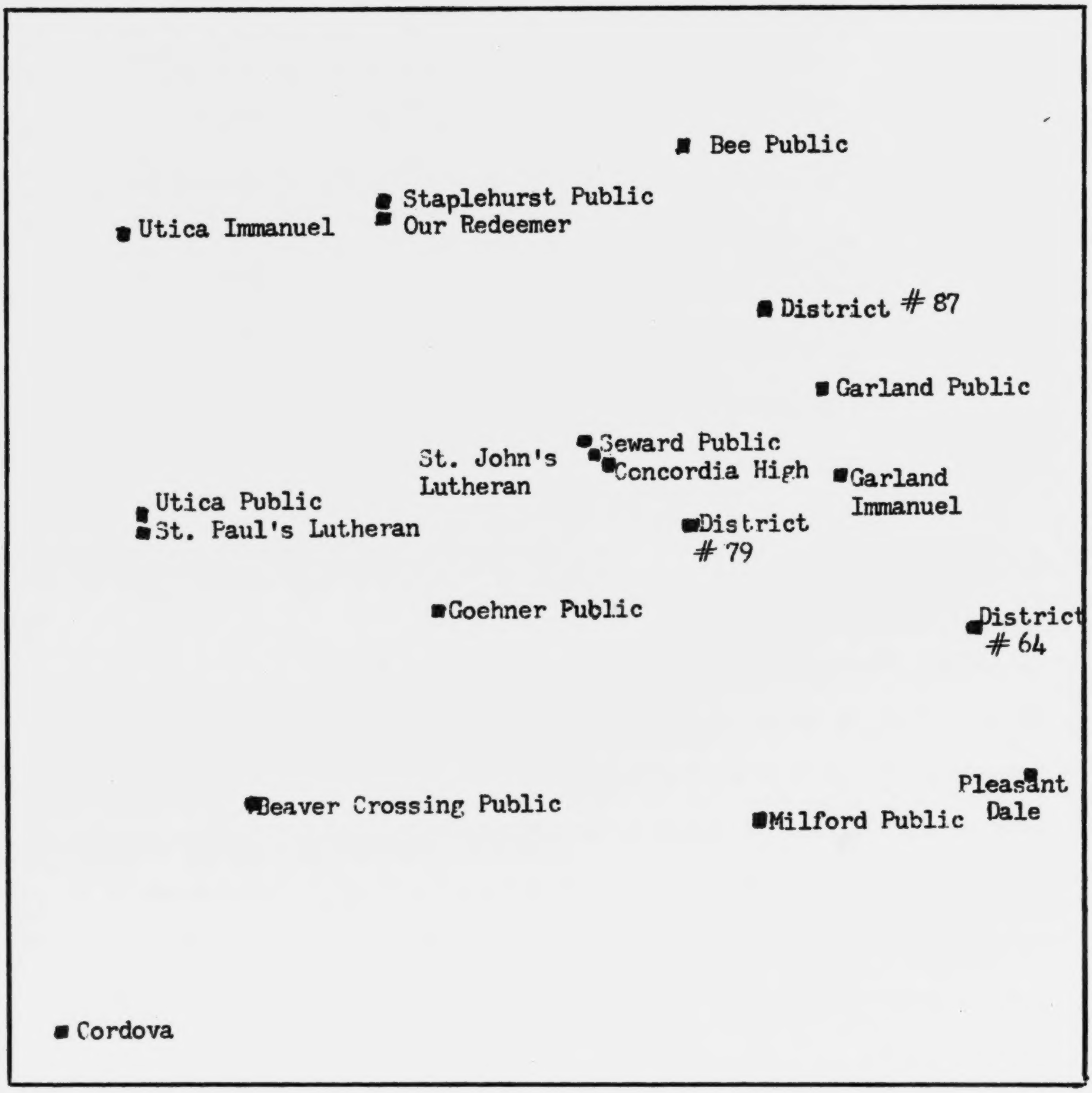
It is important that a study such as this involve as many county residents as possible. This suggests that all communication channels available in the County be used to send explanations and information and to receive opinions and factual data. This was done.

Meetings were held throughout the County with representatives of civic organizations and school systems. The county newspapers carried stories that informed people of the objectives of the project and encouraged their participation.

Much of the early discussion centered about the problem of gathering accurate data. Various factors led to the decision that several types of questionnaires developed for various population groups would bring the best returns considering the time, personnel, and funds available.

SEWARD COUNTY SCHOOLS

■ Ulysses--Seward School District


Bee Public
Staplehurst Public
Our Redeemer
Utica Immanuel
District # 87
Garland Public
Seward Public
St. John's Lutheran
Concordia High
Garland Immanuel
Utica Public
St. Paul's Lutheran
District # 79
Goehner Public
District # 64
Pleasant Dale
Beaver Crossing Public
Milford Public
Cordova

Questionnaires were developed for six different groups:

(1) Seniors
Present seniors attending Seward County public and parochial high schools

(2) Graduates
Seward County public and parochial senior high classes of 1959 and 1960

(3) Adults
A random sample of: a. Seward County households
b. Parents of students currently enrolled in Seward County schools

(4) Principals
Principals of all elementary and secondary schools within Seward County

(5) Teachers
Teachers presently teaching in Seward County schools

(6) Organizations
Members of organizations and civic clubs throughout the County

This study gave the people of Seward County an opportunity to be of real service to their state and region. By whole-heartedly joining in this investigation with their comments, opinions, and suggestions, they helped develop evaluative instruments that other counties can now use.

All of us frequently express a desire to be more directly involved in decisions that affect our schools. This study may well have been the first real opportunity many Seward County residents had to actually get so involved.

While this survey was limited to Seward County, the instruments developed in this study are available for use by other Counties to study their educational and cultural needs. While many Midwest rural counties share Seward's educational problems, few have the manpower resources that were readily available to Seward County. Both Concordia Teachers College in Seward and the University of Nebraska in nearby Lincoln provided consultant and investigative services.

DEVELOPMENT AND ADMINISTRATION OF THE QUESTIONNAIRES

The questionnaires were developed by the survey team on the basis of the following guidelines:

Questionnaires should:

(1) be designed so that respondents clearly understand what is wanted

(2) be easily administered

(3) permit machine processing

(4) provide for comparison of findings with similar studies

(5) be so developed that other counties can use the questionnaires with few changes

The survey team proceeded by examining and discussing various materials that would aid in the development of the questionnaires. This data was gathered from several sources: the local schools, professional publications, other studies of schools, and from the survey team's own professional experience.

Individual team members accepted specific assignments to develop various parts of the questionnaires. These proposed sections were then discussed, frequently modified, and finally accepted by the team to be incorporated into the final version of the questionnaire.

The administration of the six questionnaires proceeded with relatively little difficulty. The people involved were generally cooperative and interested in the study. Questionnaires were so designed that they could be completed within a half hour.

Some parents having children in school were particularly interested in the objectives of the project. They asked questions about the project and how it might improve the schools. Their questions were answered honestly and frankly by members of the project team.

Citizens interested in knowing more about the project were invited to visit the project center. While there, materials being used and methods of acquiring data were explained to them.

Senior Class Questionnaire

The project director administered the Senior Class Questionnaire (Appendix A) to each of the five class groups after making appropriate arrangements with the school officials.

The school officials were most cooperative. They arranged space and schedule adjustments when necessary so that good testing conditions prevailed. Each class answered the questionnaire as a unit.

The students appeared to appreciate the opportunity to evaluate their Seward County schooling. They listened carefully when directions were read and asked questions when they didn't understand. The half hour set aside for the questionnaire was adequate in all cases. Students wishing to discuss the project with the administrator were encouraged to do so after they had completed the questionnaire. Two hundred twenty eight seniors, or 96% of the classes of 1967 participated.

Graduates Questionnaire

The high school classes of 1959 and 1960 were selected to respond to the Graduate Questionnaire for several reasons. Students who went on to college have had an opportunity to complete their schooling. Armed Forces obligations have been met. Members of these classes have now had time to become involved in an occupation and in adult community life. Many are married and have children who will soon attend school.

High schools in the county produced complete lists of their graduates. Addresses were obtained through the cooperation of interested citizens, the local newspapers, and the postal authorities. Appendix B contains a sample letter sent to individuals who might have known graduates whose addresses were unknown. In all, the addresses of 78% of the graduates were obtained. These figures include those who began as freshmen and then either transferred to another school or dropped out of school prior to graduation.

The Graduate Questionnaires were mailed along with the covering letter included in Appendix C. Within ten days 55.5% of the 338 questionnaires were returned. A follow-up letter (Appendix D) brought in 84 questionnaires. The findings of this study, then, are based on the evaluations of 189 members of the 1959 and 1960 classes, or 55.8% of the members. The survey team felt this return was satisfactory considering the population involved.

Adult Questionnaire

Questionnaires similar to those given to 1959, 1960, and 1967 high school graduates were sent to a random sampling of Seward County residents. Four hundred and four names were obtained by selecting every tenth name in the County telephone book. Two hundred additional names were randomly selected in the same way from the County Superintendent's list of all families with school children. These 604 people were sent the letter and questionnaire found in Appendix E.

Replies were received from 154 or from 25.6% of the total. Several reasons have been advanced why the others chose not to respond. The questionnaire was sent out soon after the Christmas holidays, a time when people have just finished their heaviest mail activity of the year. An extensive cable TV questionnaire was sent out at the same time. Some people are reluctant to complete questionnaires, especially those that require their name. Many of these people were not now directly connected with the schools, and therefore, felt little interest in the issues raised in the questionnaire. Time did not permit a follow-up letter which may have increased the percentage but probably would not have changed the findings. Although the rate of response to this questionnaire was not as high as the response from the two groups of graduates, much valuable information was received from those who did respond.

Teacher Questionnaire

The Teacher Questionnaire found in Appendix F was designed to elicit personal and professional data and opinions from teachers about their knowledge and use of instructional media and the extent of its availability. The questionnaires were sent to principals who passed them on to their faculty members. One hundred sixty-six of the 207 teachers in the County returned the questionnaire prior to the time the data had to be processed representing an 80% return.

Principal Questionnaire

The questionnaire located in Appendix G was sent to principals of all elementary and secondary schools within Seward County. Information sought dealt with the amount and use of available audio-visual equipment.

Eighteen questionnaires were sent and eighteen were returned representing a 100% return.

Organization Questionnaire

The questionnaire located in Appendix H was administered to five business, professional, and civic groups throughout the County. This questionnaire asked respondents to evaluate the importance of various suggested programs and to indicate their willingness to support these programs. Since members of these organizations are generally influential in their communities, their opinions are important.

The project director contacted each organizational leader in advance of the meeting date. In the first few cases the questionnaire was administered by a representative of the survey team. In the rest of the cases the organization chairman administered the questionnaire. The project director discussed the questionnaire at some length with the chairman. The covering letter in Appendix I served as a framework for the discussion and the chairman was asked to use the letter in his presentation of the questionnaire.

Following the meetings the project director met with the president to answer questions and gather pro and con comments that seemed particularly significant. A generally positive response was noted.

FINDINGS

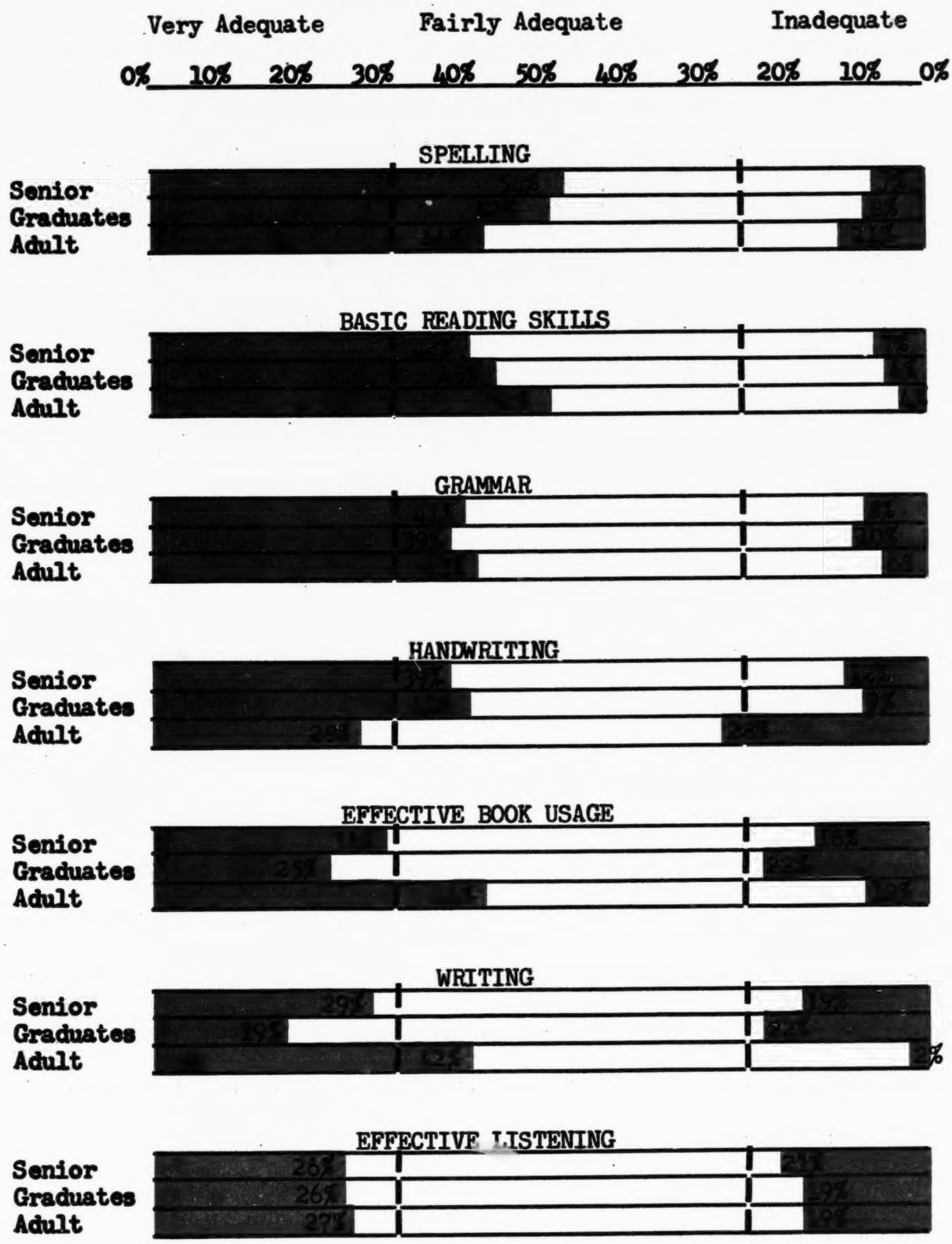
This section presents and discusses the findings from the questionnaires administered to three groups: 1. The classes of 1967 2. The classes of 1959 and 1960 3. The random sample of Seward County residents. Questions dealing with the elementary program are reported first, followed by questions dealing with the high school program.

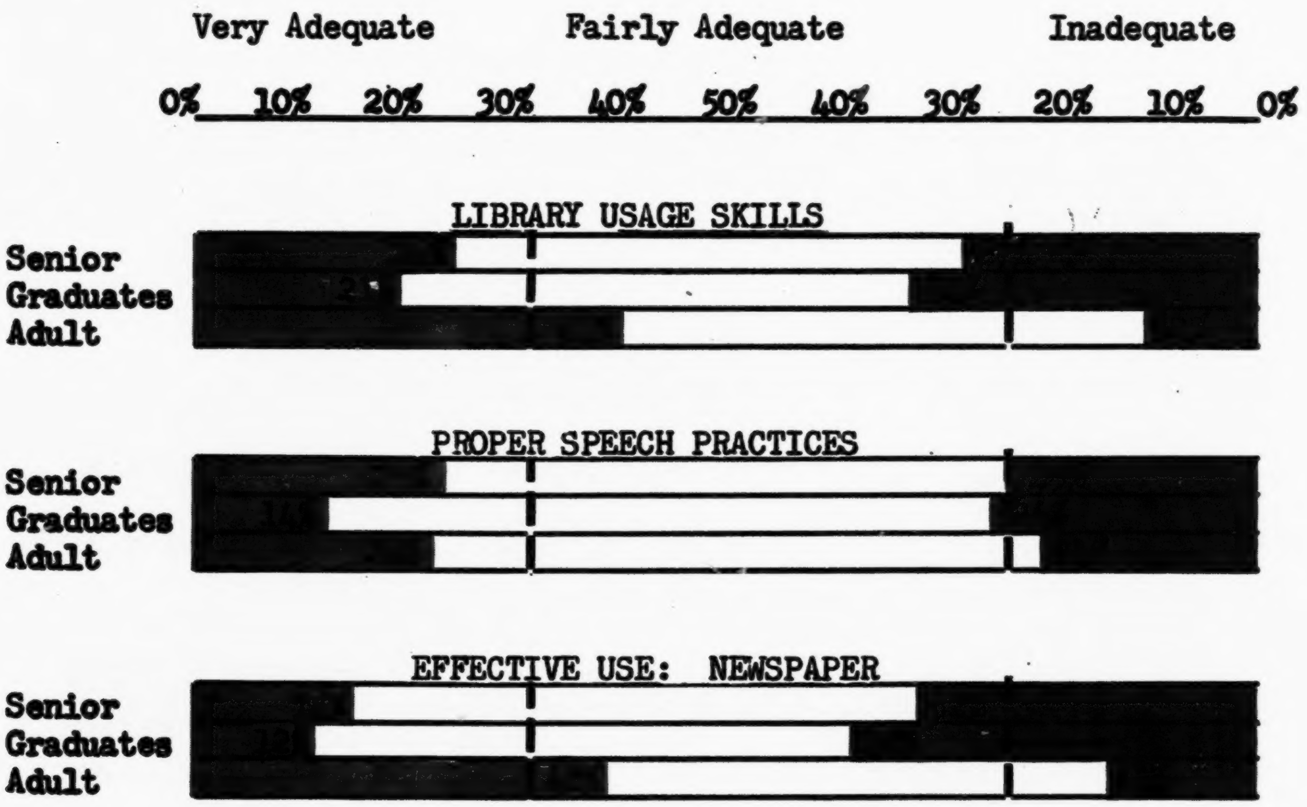
The graphs should be read as follows: 1. The bar from the left indicates the percentage of respondents who rated the item either outstanding or very adequate. 2. The bar from the right indicates the percentage of respondents who rated the item either somewhat inadequate or very inadequate. 3. The space between the bars indicates that percentage of respondents who rated the item fairly adequate. 4. The scales are to be read from 0% to 100% from either end even though both scales stop in the middle at 50% for greater ease in reading.

Vertical lines at 33% on the left and 25% on the right provide the reader with a rough estimate of the degree of satisfaction of each item. If more than 1/3 of the respondents rated the item as very adequate or outstanding, and fewer than 1/4 rated it somewhat or very inadequate, the survey team feels that the respondents gave a generally favorable rating to that particular program. On the other hand, if less than 1/3 of the respondents rated the item as outstanding or very adequate and more than 1/4 of the respondents rated the item as somewhat or very inadequate, then the survey team feels that the respondents gave a generally unfavorable rating to the particular program.

ELEMENTARY SURVEY

LANGUAGE ARTS

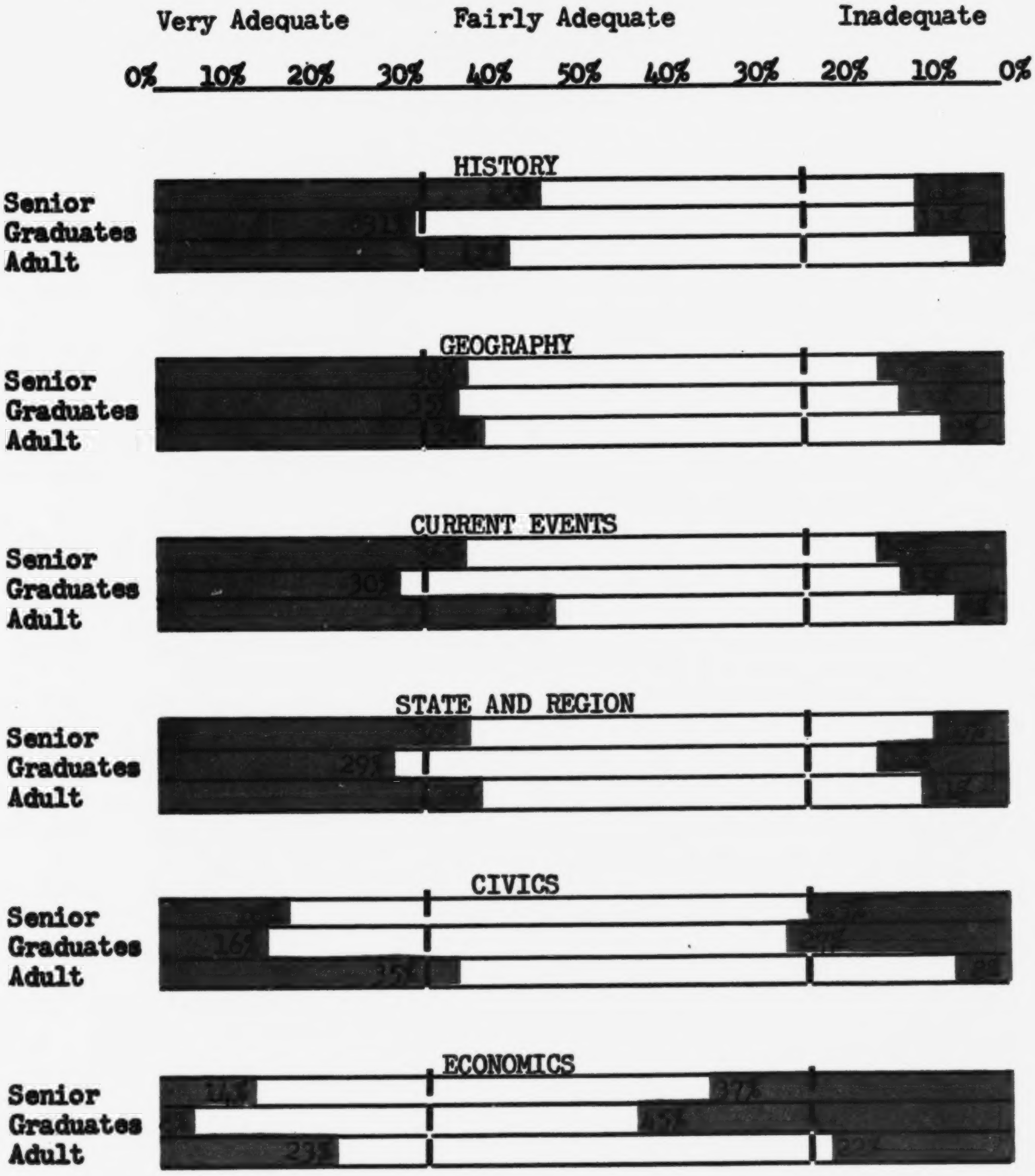




LANGUAGE ARTS

All three groups rated elementary school instruction in spelling, basic reading skills, and grammar as satisfactory. They also rated instruction in listening and speech as unsatisfactory at the elementary school level. The 1967 seniors and the graduates appeared to agree generally in their ratings, while the adult random sample disagreed quite sharply with these two groups on five of the areas evaluated. They were less impressed with instruction in handwriting, and more impressed with instruction in effective book usage, writing instruction, library usage skills, and the effective use of newspapers. Certainly, these evaluations reflect changes in elementary school instruction during the past couple decades. While present day seniors suggest that teachers should make better use of newspapers, their parents can recall how much less was done with newspapers during their youth. Seward County elementary teachers will find much useful information in these evaluations as they study and discuss their instruction in the Language Arts.

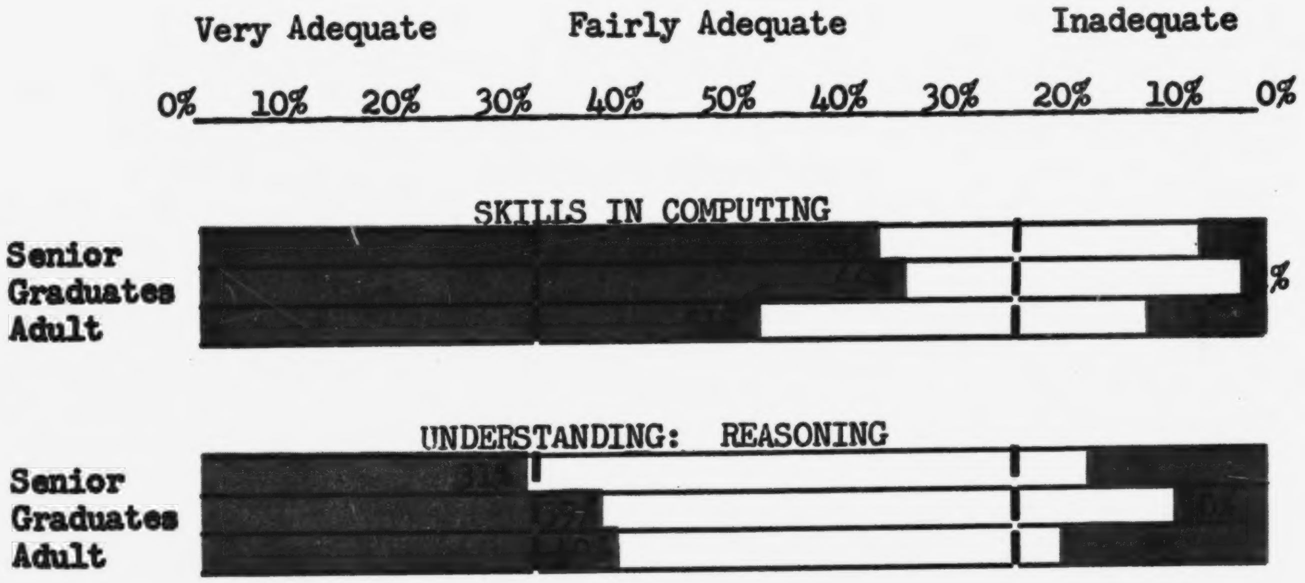
SOCIAL STUDIES



SOCIAL STUDIES

Elementary school instruction in history, geography, current events, and state and region appears generally satisfactory. Economics and civics were rated inadequate. Recent curriculum developments in the Social Sciences have emphasized these two areas, so the problem also appears to be a national one. Seward County Schools should probably examine the newer programs as a means of improving instruction.

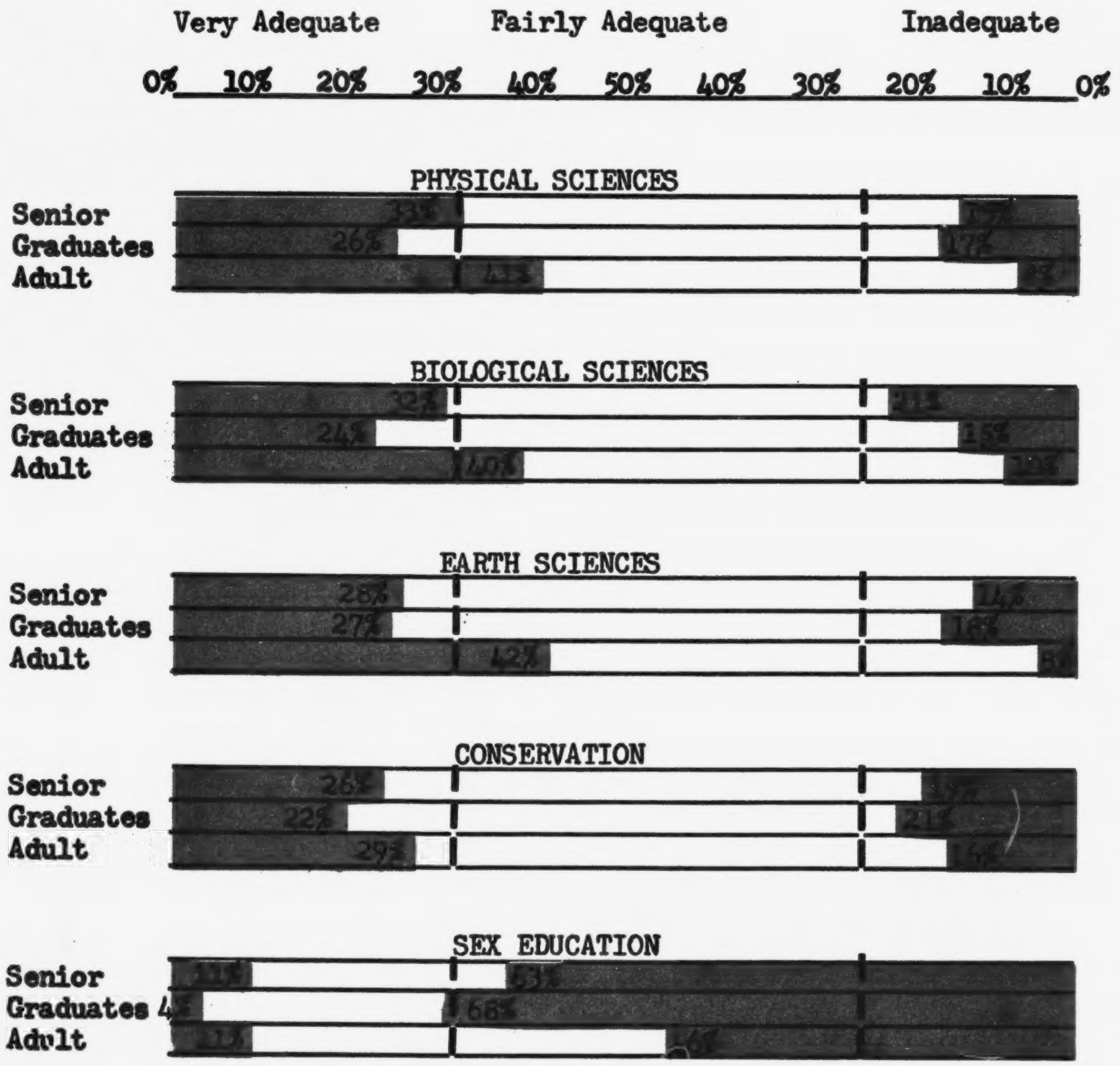
ARITHMETIC



ARITHMETIC

Satisfaction with computation skills far surpassed understanding. This typical imbalance in traditional arithmetic programs led to the development of modern math. Seward County Schools have adopted modern math programs within the past few years, and it is hoped that this will help improve understanding in the arithmetic instruction.

SCIENCE

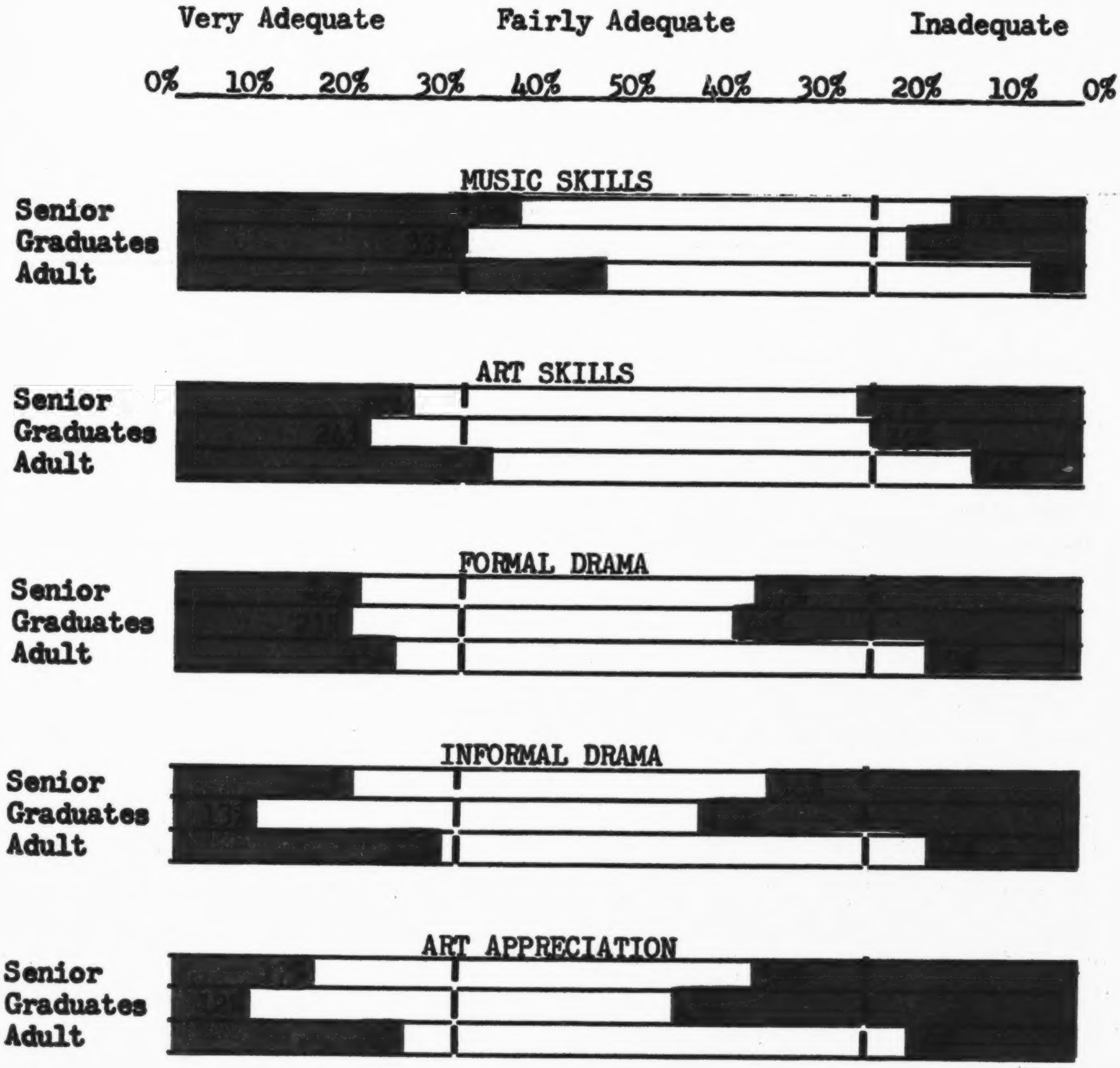


SCIENCE

While the respondents didn't rate elementary school science instruction as inadequate in most areas, they didn't rate it very high either. The relatively low rating given conservation instruction in this primarily rural county is particularly noteworthy. These evaluations suggest that elementary teachers should work to make their science instruction more interesting and challenging to youngsters whose knowledge of science is expanding rapidly through out-of-school activities (hobbies, TV, books, etc.).

All three groups rated elementary school sex instruction as very inadequate. This is the most negative rating given to any item on the questionnaire. This strongly inadequate rating suggests that respondents felt that the elementary school should be doing much more in this controversial area than it has in the past.

FINE ARTS

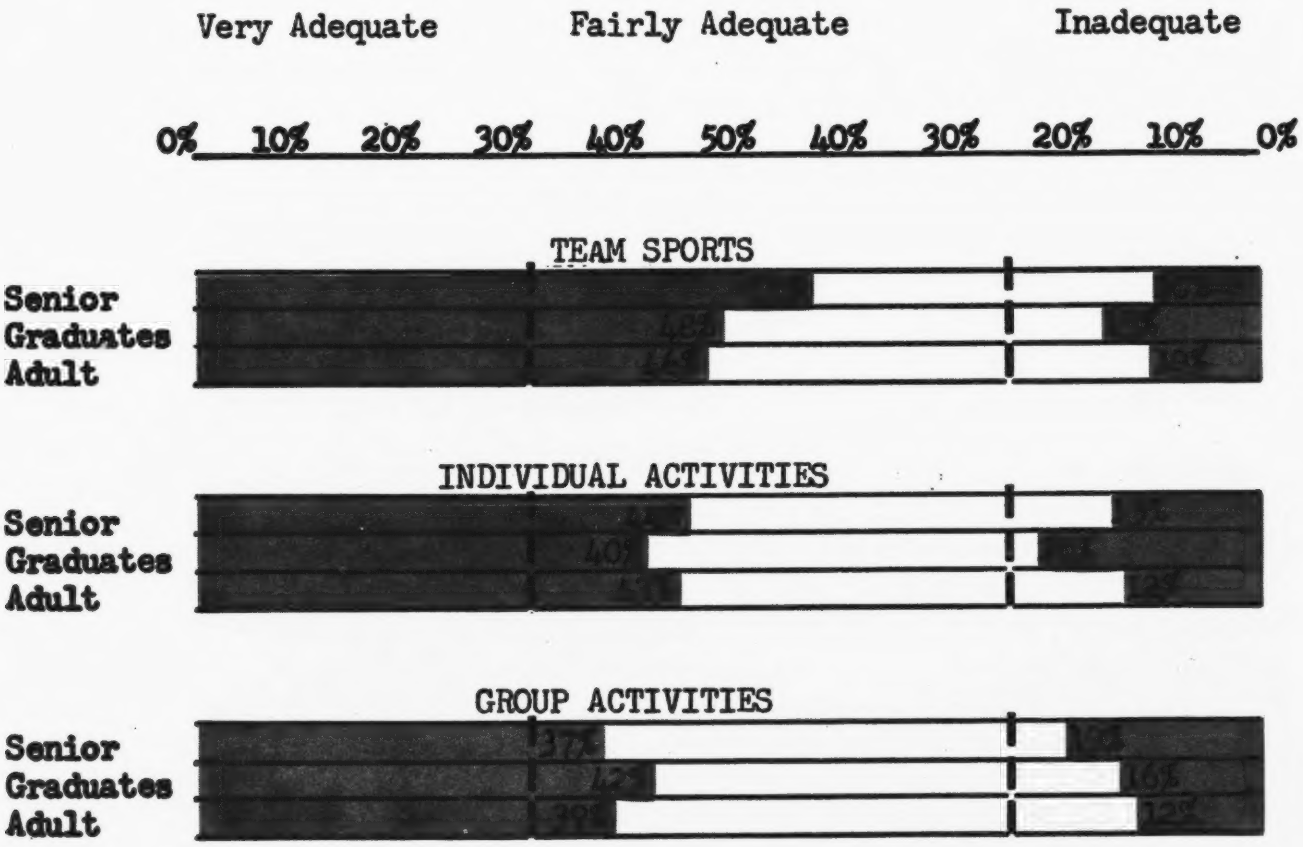


FINE ARTS

The Seward County elementary schools appear to have done an adequate job of developing general music skills, but their record with respect to the rest of the fine arts was rated inadequate. The adult group generally noted instruction higher than the other two groups.

A contrast between instruction in art skills and art appreciation might suggest that the Seward County schools and communities should make a serious examination of relative emphasis in their programs in the Fine Arts. As will be noted later under attitudes, development of art and drama appreciation were rated similarly low.

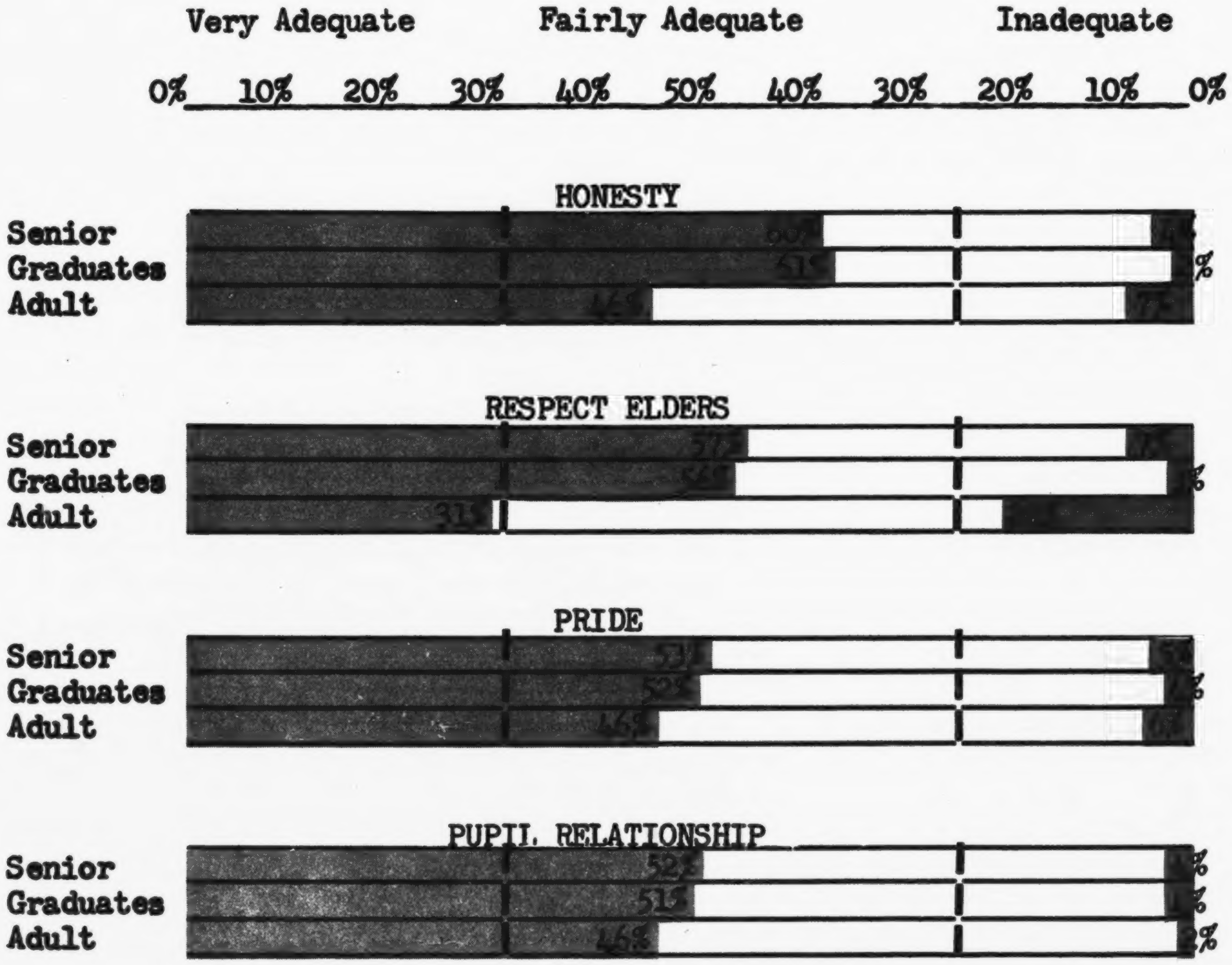
PHYSICAL EDUCATION

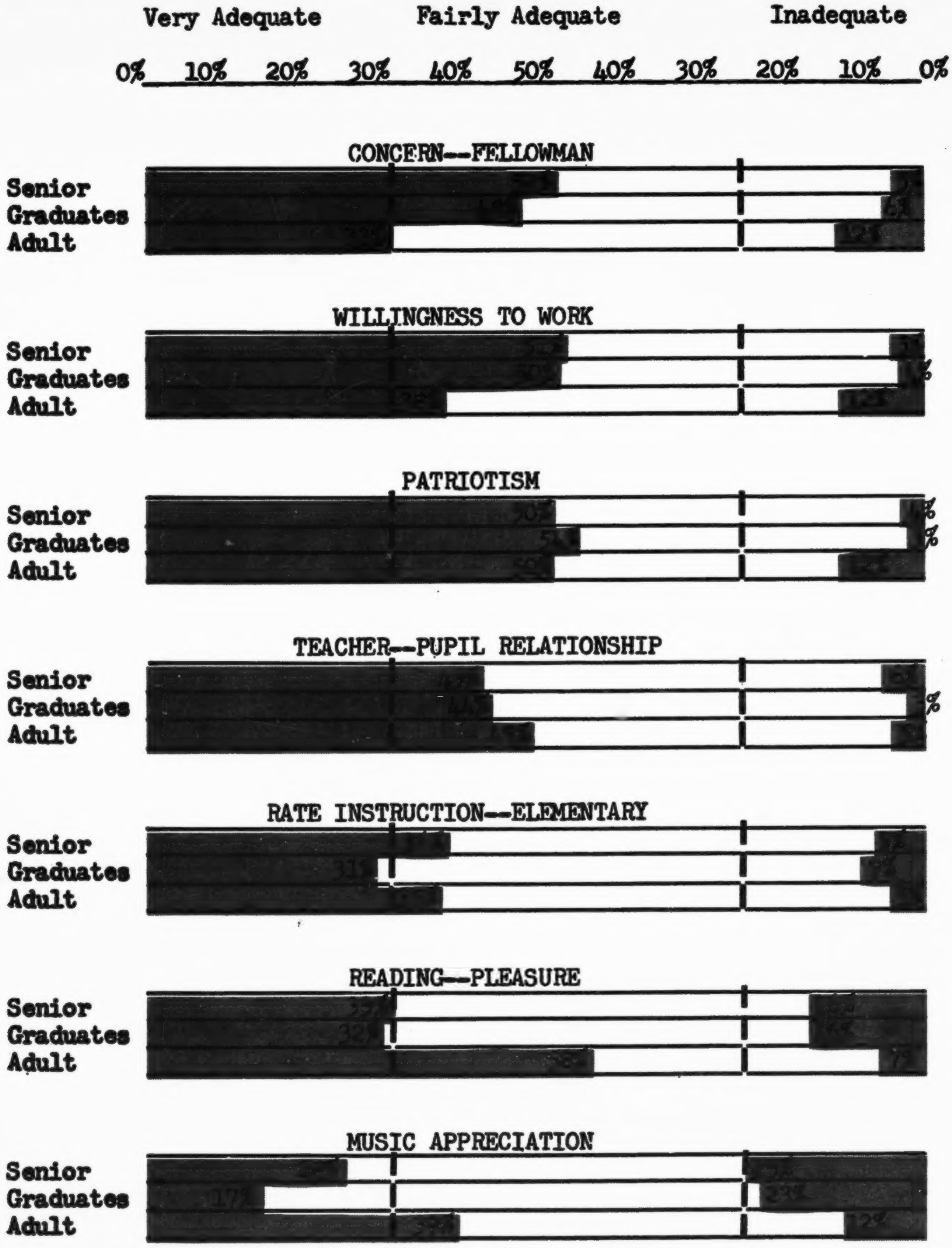


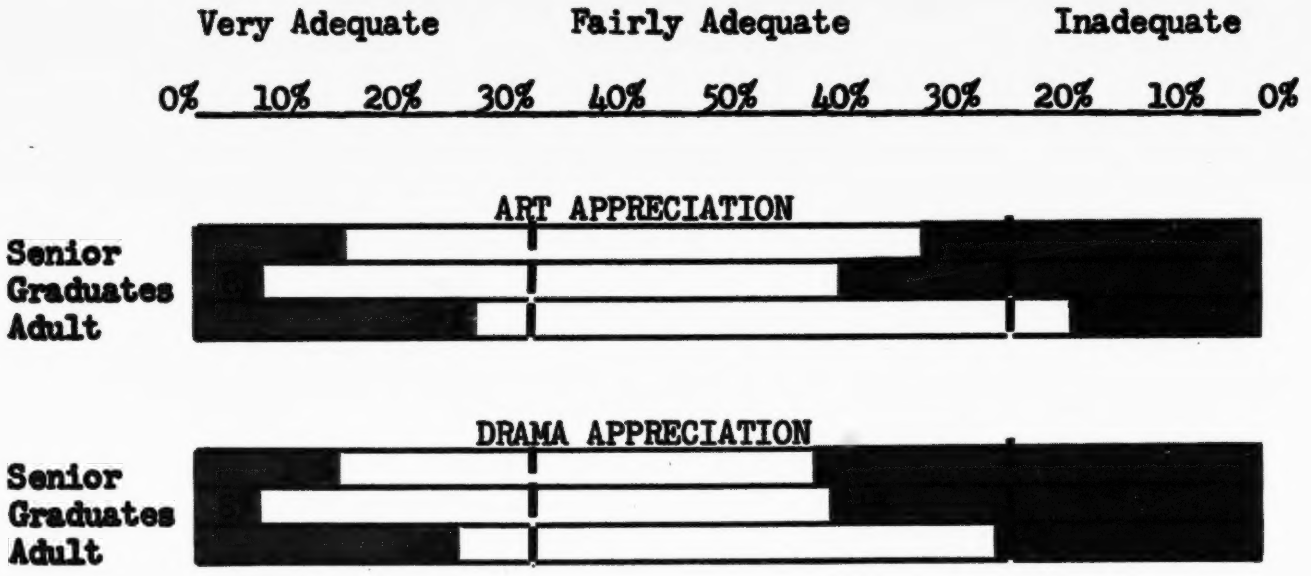
PHYSICAL EDUCATION

All three groups agreed that the elementary school physical education programs are very good. It is possible that the schools benefit in these evaluations from the excellent community recreation and physical education programs available for elementary school children in the County. If so, this might suggest that the same community-wide effort might be expanded for other areas of the elementary curriculum where the school programs were not rated as high.

ATTITUDES




Very Adequate
Fairly Adequate
Inadequate
0%
10%
20%
30%
40%
50%
40%
30%
20%
10%
0%
CONCERN--FELLOWMAN
Senior
Graduates
Adult
6%
WILLINGNESS TO WORK
Senior
Graduates
Adult
50%
PATRIOTISM
Senior
Graduates
Adult
50%
TEACHER--PUPIL RELATIONSHIP
Senior
Graduates
Adult
44%
RATE INSTRUCTION--ELEMENTARY
Senior
Graduates
Adult
31%
READING--PLEASURE
Senior
Graduates
Adult
32%
7%
MUSIC APPRECIATION
Senior
Graduates
Adult
17%
23%
12%



This section of the questionnaire sought respondents' evaluations of the elementary school's record in developing selected attitudes in children. The first five items deal with factors associated with a good classroom working environment, and respondents generally agreed that their elementary schools provided good classroom conditions. In addition, they felt the instruction they received was good, over all. The adults particularly felt that the schools are doing a fine job of encouraging children to read for pleasure.

The last three items refer to the school's role in the development of appreciation for music, art, and drama. The adults differ consistently with the other two groups, but the overall evaluations suggest that the schools and the communities should take a good look at these areas. Skill development is of little value if positive attitudes are not developed at the same time. Perhaps the same energy that is devoted to the excellent athletic and physical education community programs could be also extended to these areas.

HIGH SCHOOL SURVEY

The high school survey sought evaluative data from three groups of respondents in four areas of high school activity: 1. The relative importance of the courses presently offered, 2. The relative value of the co-curricular activities presently available in the high schools, 3. The availability of various learning and enrichment materials in students' homes, 4. The high school's success in providing certain experiences and developing proper attitudes during the adolescent years.

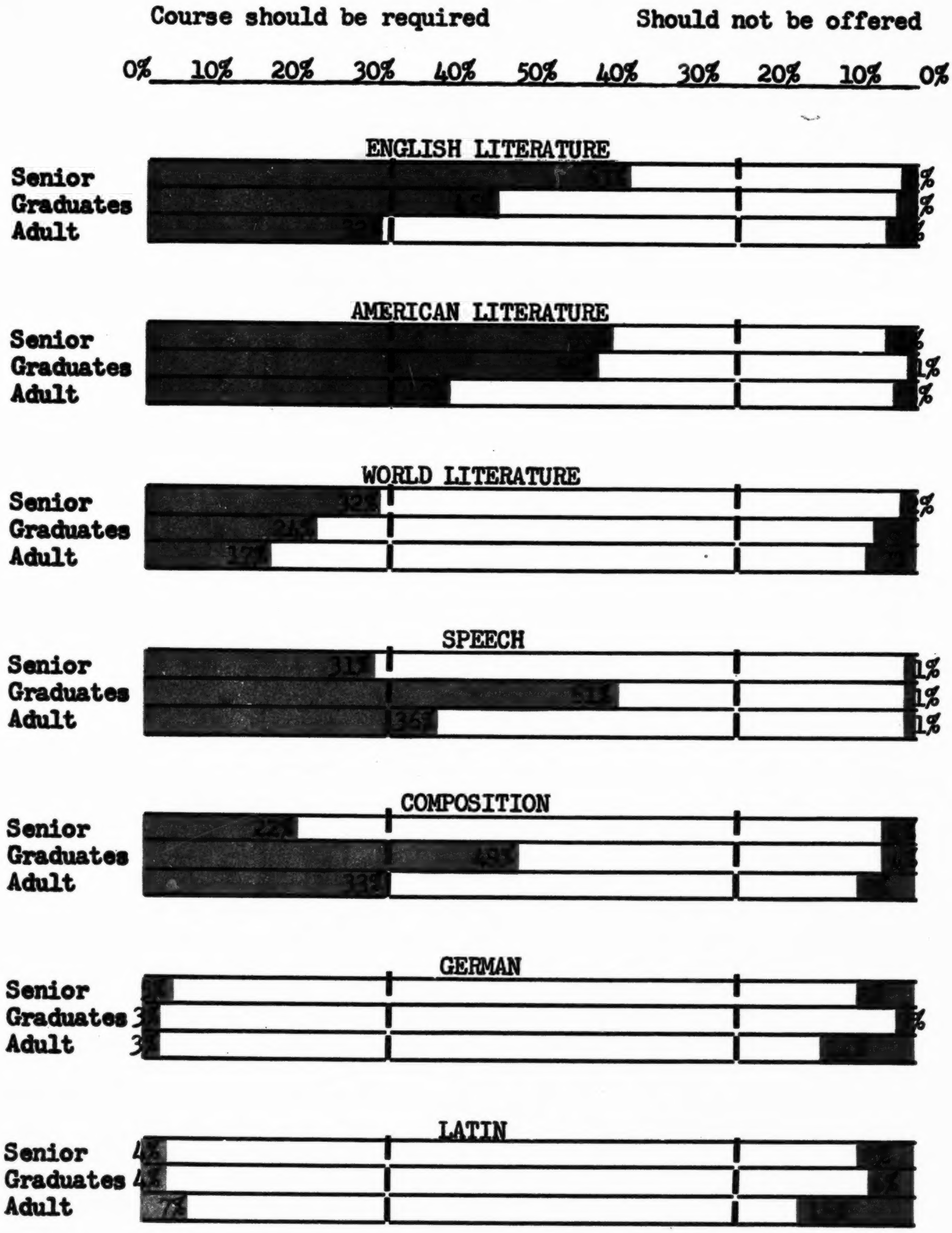
The reporting format used is similar to that used on the elementary school subjects. Respondents were asked to use a nine point scale that ranged from 1 (Took course: personally one of the most valuable taken - should be required) to 9 (Did not take and not planning to take course: should not be offered - has very limited value, if any). (See Appendix A)

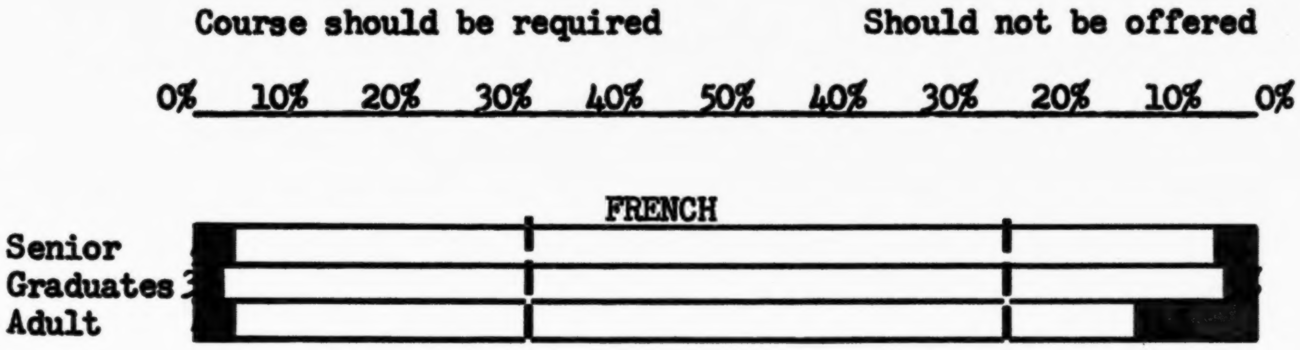
Responses were grouped into three categories for this report. The bar on the left indicates the percentage of respondents who thought the course should be required. The bar on the right indicates the percentage of respondents who thought the course should not be offered. The space between the bars indicates the percentage of respondents who thought the course should be an elective offering.

The vertical lines at 33% on the left and 25% on the right again give a rough indication of the acceptance of a course. The survey team felt that if more than 1/3 of the respondents thought a course should be required, and that fewer than 1/4 thought it should be dropped, the course would seem to have general acceptance. Likewise, if less than 1/3 thought a course should be required, and more than 1/4 thought it should be dropped, then the survey team feels that the respondents gave a generally unfavorable rating to the course.

HIGH SCHOOL

LANGUAGE ARTS



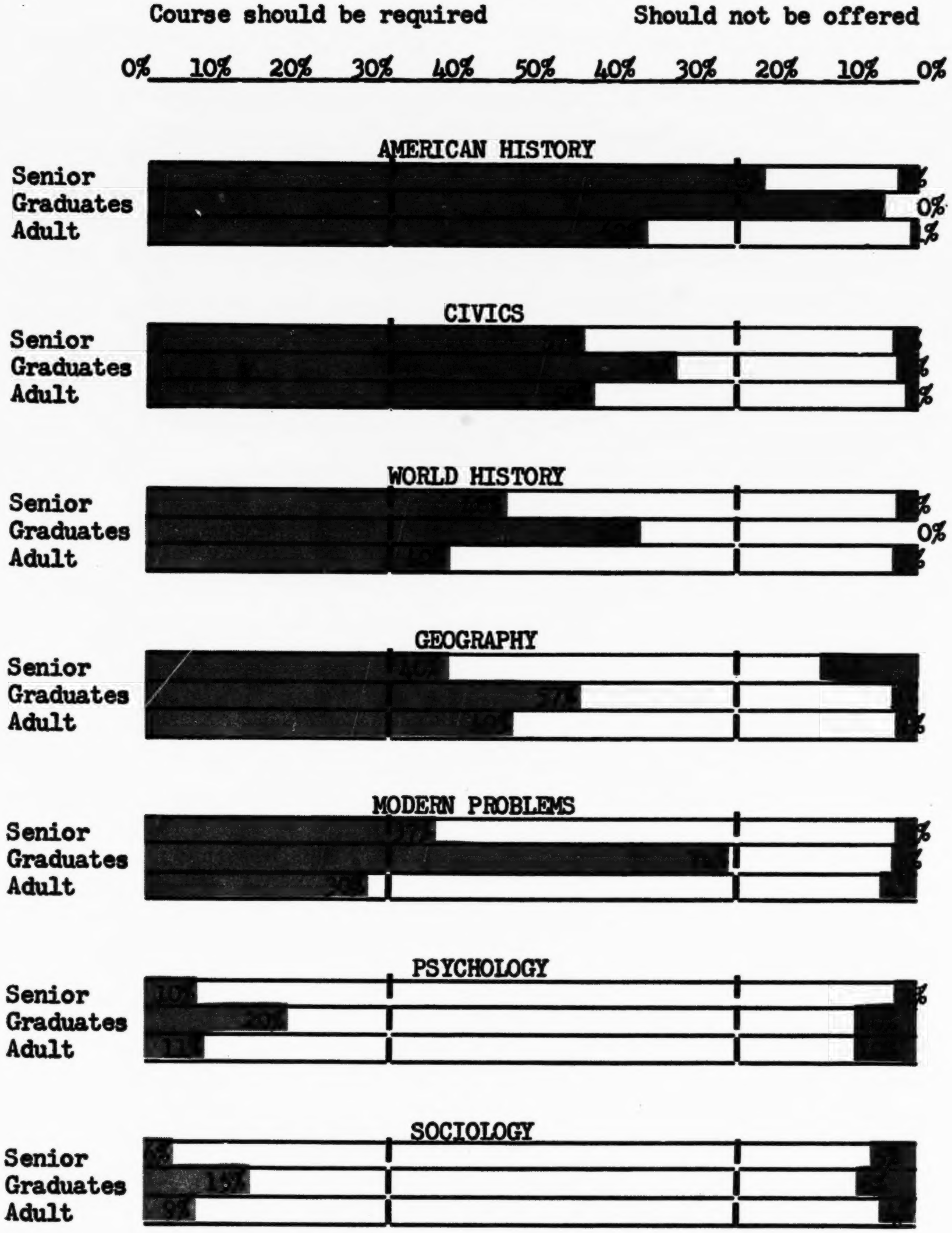


LANGUAGE ARTS

Respondents generally thought the traditional high school Language Arts courses ought to be required. The class of 1967 also appears to think that literature is much more important than speech and writing, an opinion not shared by the graduates. This difference isn't really surprising. The high school students are evidently excited about their first introductions into the world of great ideas, while the graduates have become concerned about the more practical problems of buying and selling merchandise, of giving and taking orders from employers or employees.

Most respondents thought that foreign language courses should be elective. With the increased emphasis on a foreign language background for college admission, it would appear that this area might stand some examination. Increased federal funds have made it possible for schools to acquire language laboratories and equipment. This might provide a solution for small schools who would like to offer foreign languages but are hampered by small enrollment in the courses and scarcity of qualified staff.

SOCIAL STUDIES

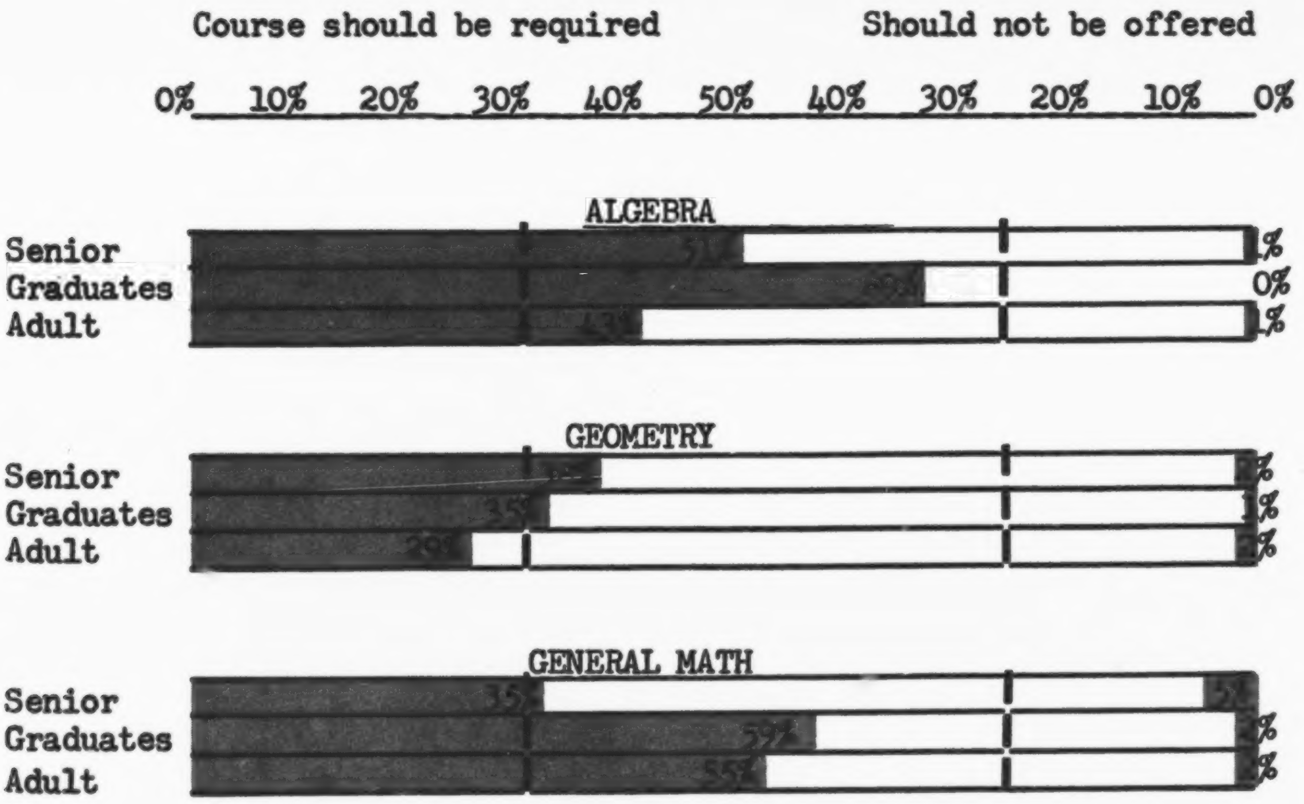


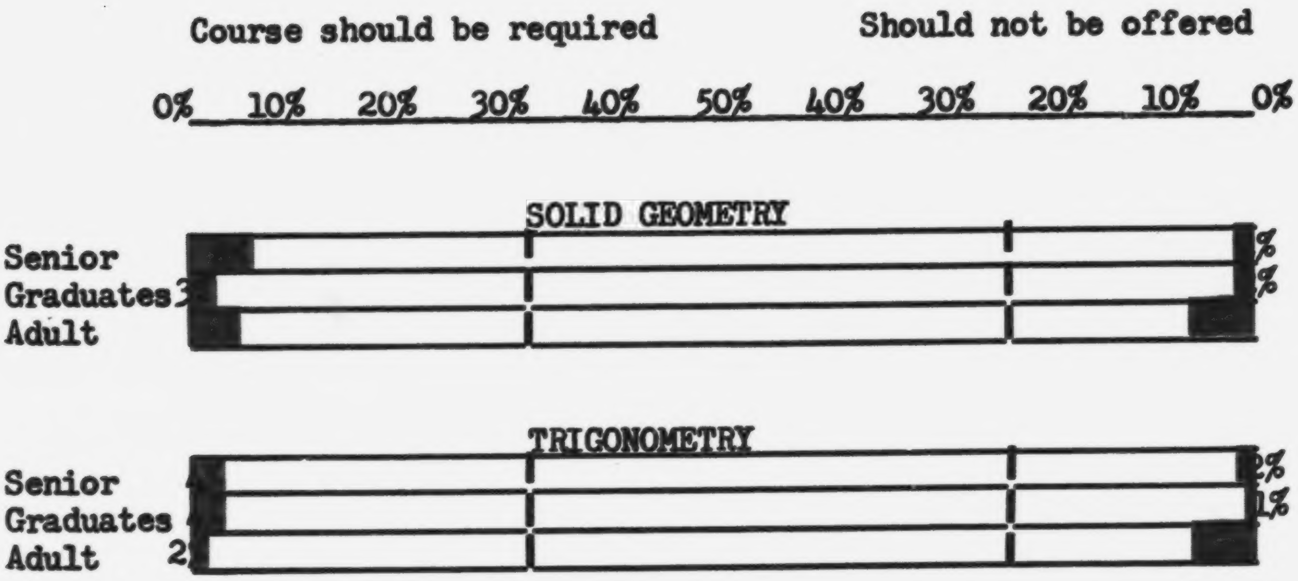
SOCIAL STUDIES

The respondents gave the usual required courses in Social Studies a decidedly positive rating. Almost all thought American History should be required, for example. One interesting observation is that the graduates group rated the courses World History and Modern Problems quite a bit more important than the other two groups did. Social Studies teachers might well mull over this evaluation. With the influence of internal conflict and world tensions on present day life, social studies teachers have a real responsibility to awake their students to the challenges these courses present.

Respondents generally felt that high school courses in Psychology and Sociology ought to be elective, and this is in keeping with current practice in secondary education.

MATH



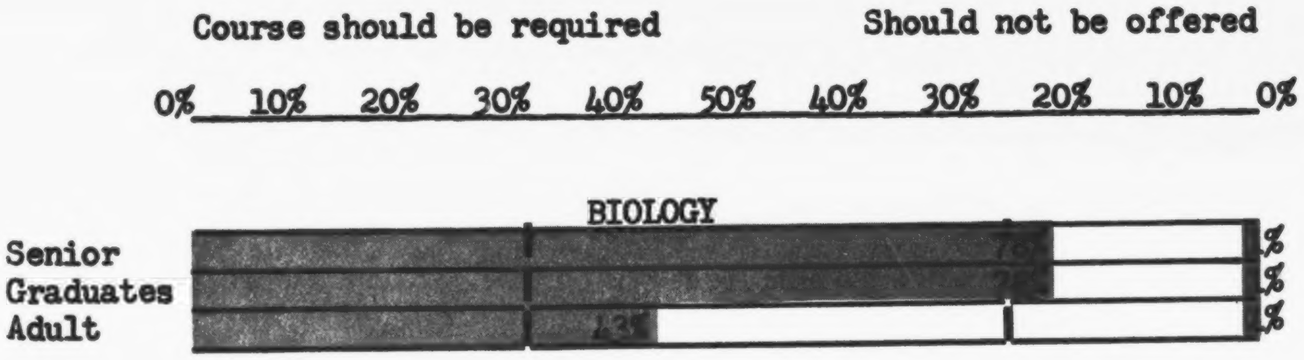


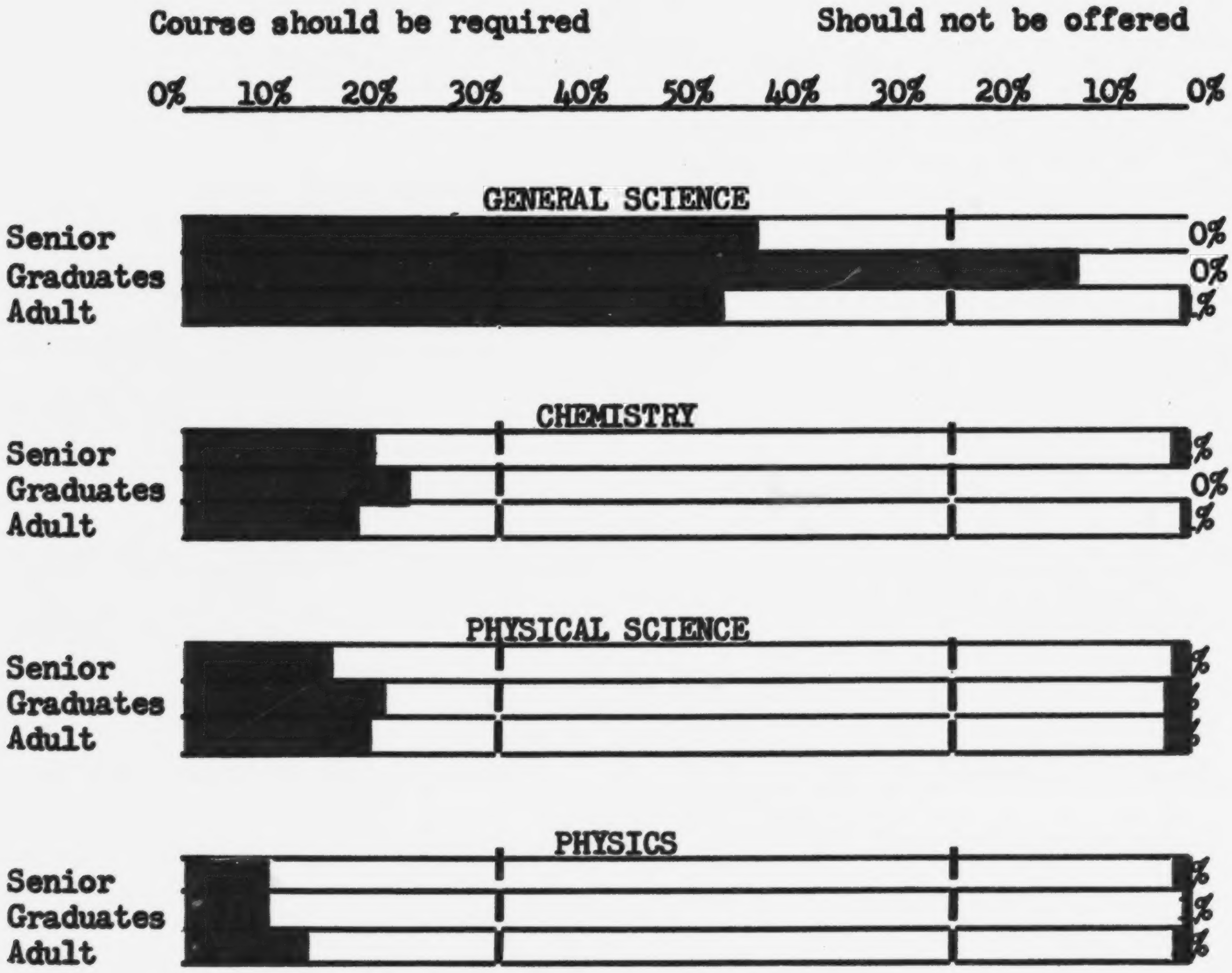
MATH

The respondents thought that General Math, Algebra, and Geometry should be required. This can probably be interpreted to mean that some students would be required to take General Math and others Algebra and Geometry. The 1967 seniors did not rate General Math as high as the others, probably since they have already had some experience with the great changes that have occurred in Math in the past few years.

Most respondents thought Solid Geometry and Trigonometry should remain elective courses.

SCIENCE





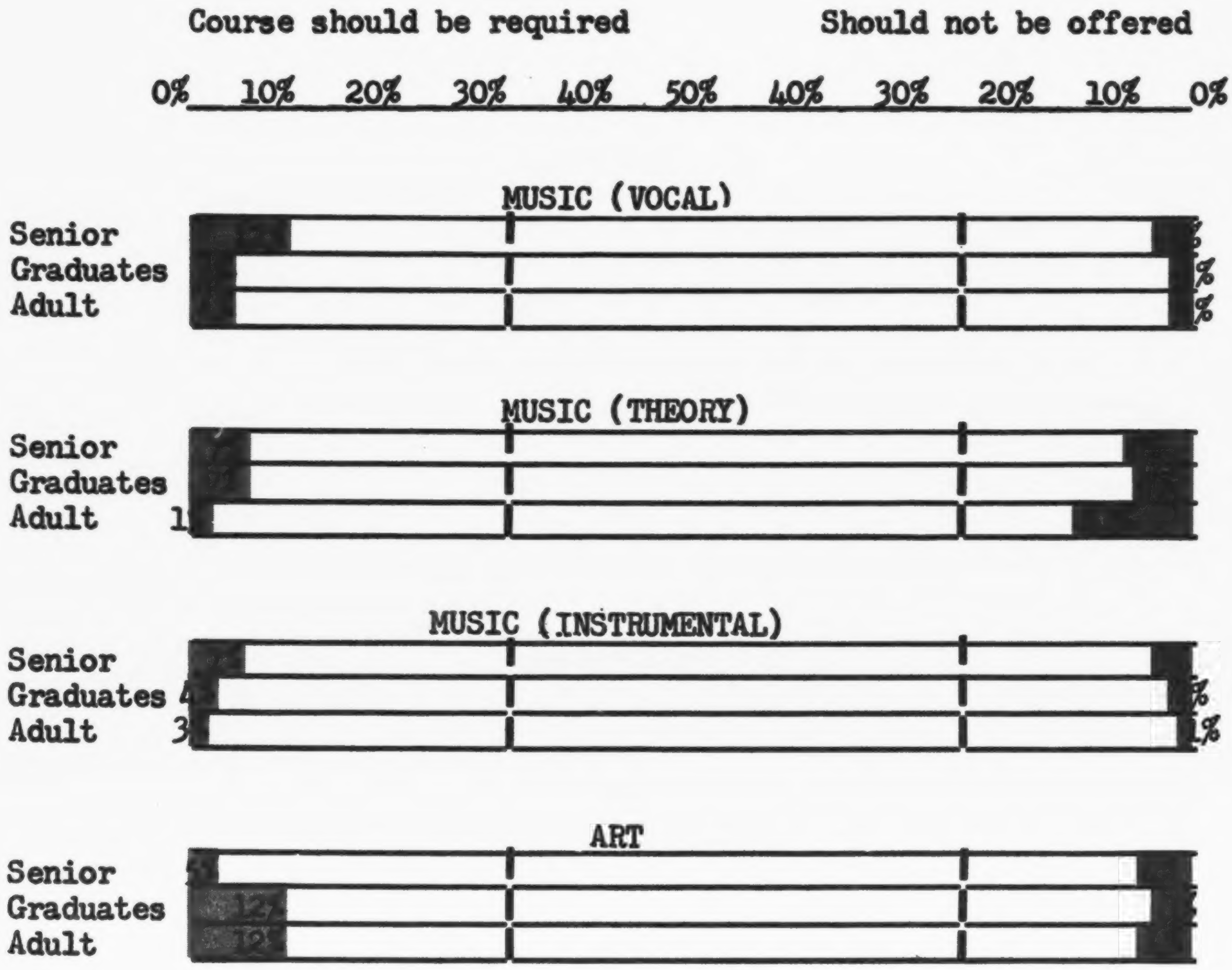
SCIENCE

In general, the pattern of response in Science was similar to that in Math. Respondents thought Biology and General Science should be required and the other courses elective. It's a bit difficult to account for the differences among the ratings of the three groups in the two required courses. Possibly, the effectiveness of specific teachers contributed to these ratings.

It's more surprising that none of the groups suggested that a special course in physical science should be required. That the rural nature of the area would contribute to the strong interest in Biology is quite understandable, but that the recent great advances in the physical sciences would have such little effect on these ratings is difficult to understand.

It is possible that the gradual elimination of general science in favor of specific courses in biology, physics, and chemistry helped to confuse the ratings. The adults' major experience with high school science was with a general course, and many are unaware of changes that are occurring. In any event, it would appear that physical science teachers in the County have a real challenge on their hands to develop a much greater awareness of the significance of their fields among students and among the general population.

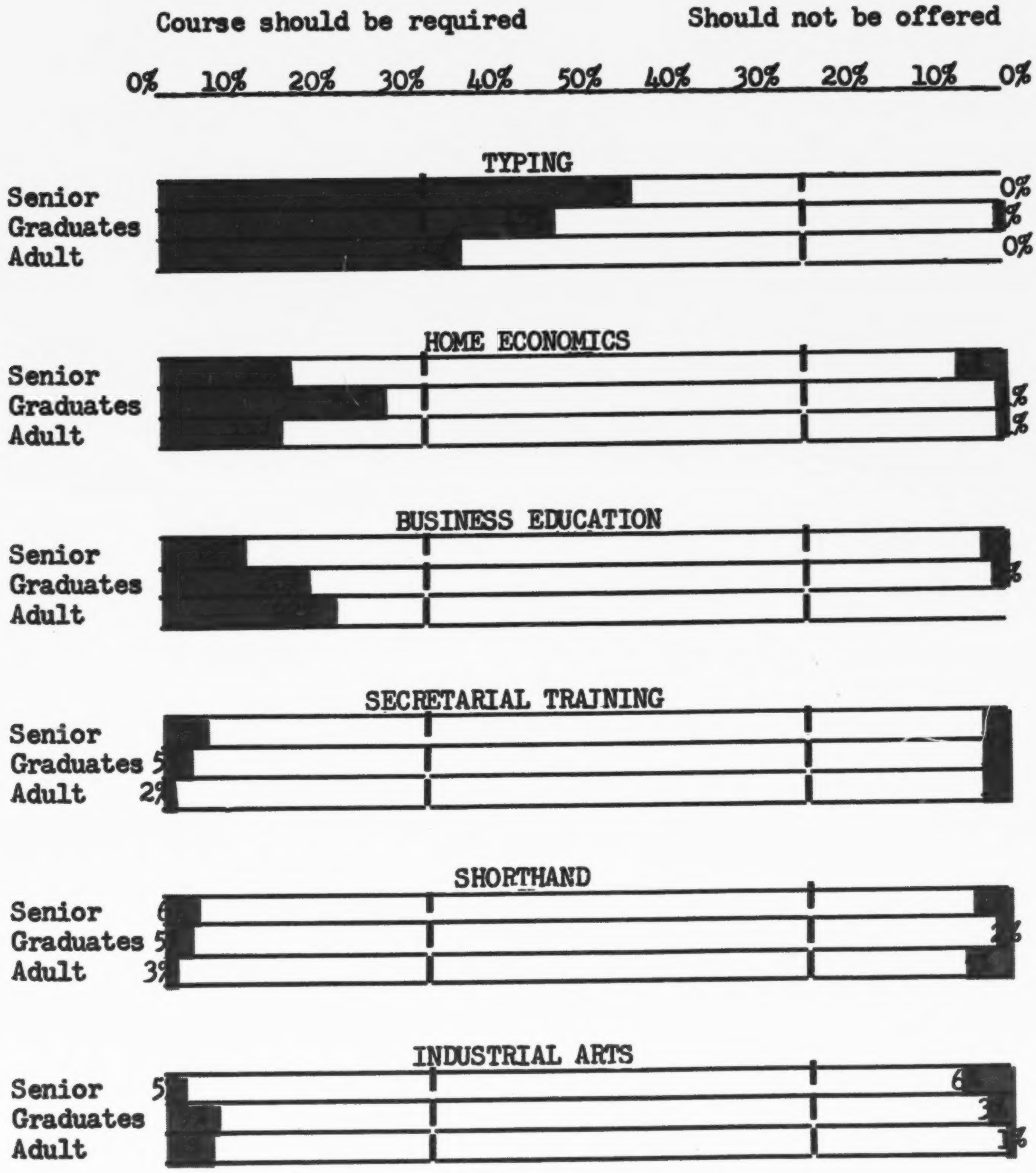
FINE ARTS

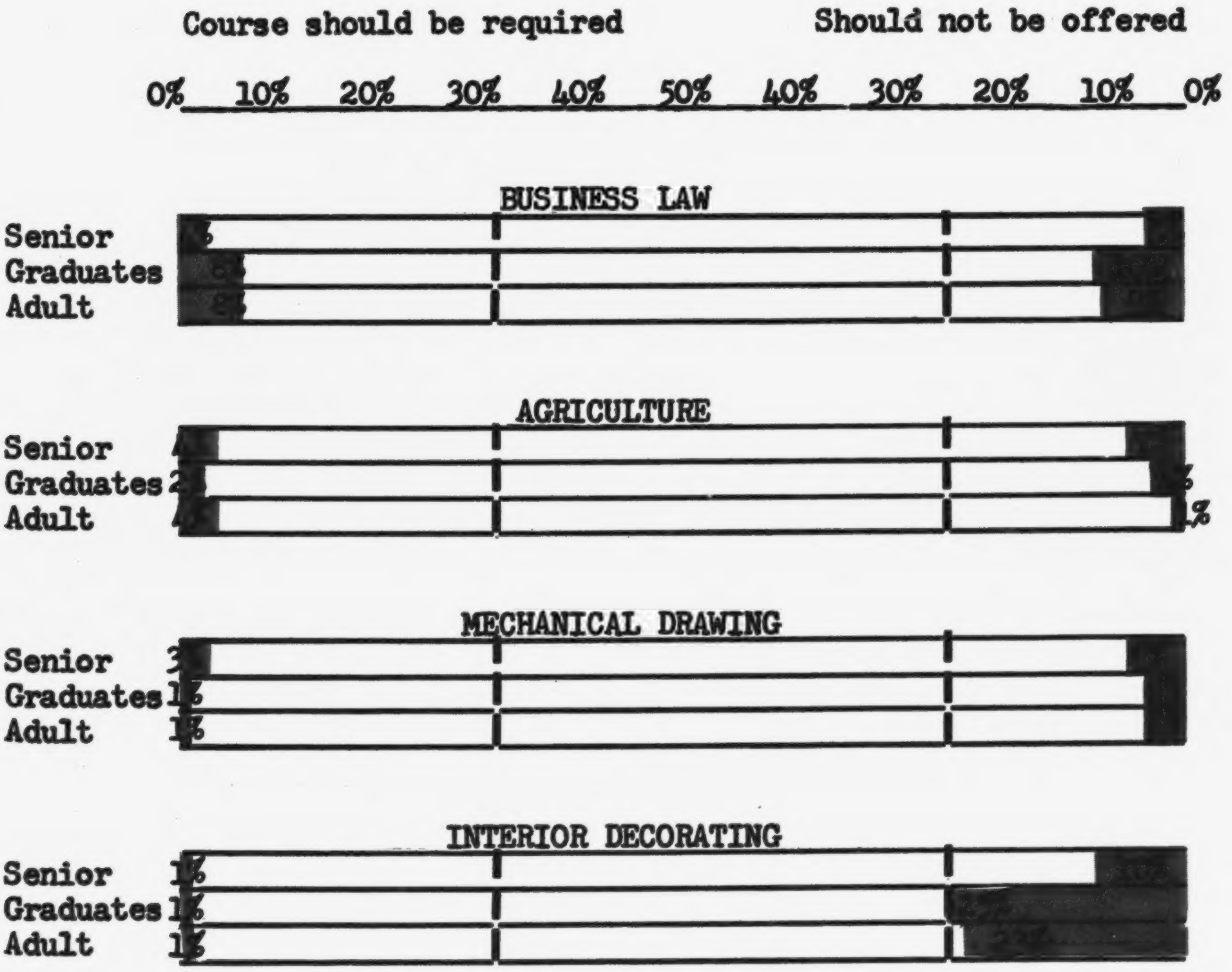


FINE ARTS

A relatively small percent of respondents thought courses in music and art should be required. In each of the other general areas at least one course received required status, but none did in the Fine Arts. It seems strange that even the adults among the respondents generally thought that a high school diploma could be awarded without any formal exposure to the Fine Arts. It's obvious that educators and patrons who feel otherwise have a selling job to do here.

VOCATIONAL

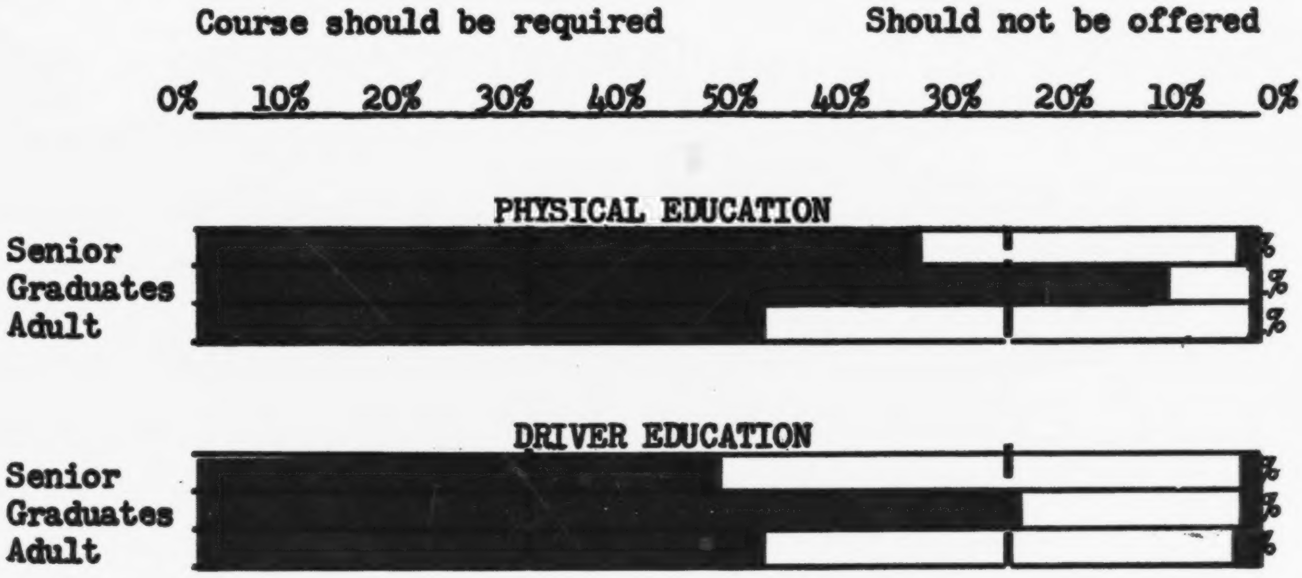




VOCATIONAL

Only a low percentage of respondents thought that specifically vocational courses should be required. Since these courses are designed for specialized use, the elective rating they generally received is not surprising. The single exception, typing, has wide applicability among both male and female students. It is interesting to note though, that the more recent the graduation, the more important typing skill was rated by respondents.

While the low rating Agriculture courses received might be surprising at first glance, it should be remembered that respondents were asked if they thought the course should be required, elective, or not offered. Even in a rural county, most respondents thought the courses should be elective, possibly because only a relatively low percentage of students actually return to the farm.



PHYSICAL EDUCATION

DRIVER EDUCATION

While all three groups thought Physical Education and Driver Education ought to be required high school courses, the graduates were more united in this conviction than the other two groups. Driver Education is presently an elective course in high schools that offer it.

HIGH SCHOOL COURSES

Table I lists the top rated high school courses and the courses respondents thought should not be offered. The three groups were in general agreement about the top rated courses. The most notable exception was that the graduates of 1959 and 1960 didn't include any literature course in their listing, substituting World History and Modern Problems.

The three groups agreed on only three courses that shouldn't be offered, but only in Interior Decorating did this feeling go beyond 10% of the group. Latin and French were the other two courses that were included on all three lists. It appears that all three groups of respondents favored an enriched curriculum that would permit the introduction of many courses that might have limited appeal.

TABLE I

TOP TEN HIGH SCHOOL COURSES

SHOULD BE REQUIRED

	Senior		Graduates		Adult	
1.	American History	78%	American History	93%	American History	62%
2.	Biology	78%	Physical Education	90%	Civics	58%
3.	Physical Education	69%	General Science	86%	General Math	55%
4.	English Literature	63%	Biology	78%	Driver Education	54%
5.	American Literature	60%	Driver Education	77%	General Science	54%
6.	General Science	57%	Modern Problems	74%	Physical Education	54%
7.	Civics	57%	Algebra	69%	Geography	49%
8.	Typing	56%	Civics	68%	Biology	43%
9.	Algebra	51%	World History	62%	Algebra	43%
10.	Driver Education	50%	Speech	61%	American Literature	40%

SHOULD NOT BE OFFERED

	Senior		Graduates		Adult	
1.	Geography	14%	Interior Decorating	25%	Interior Decorating	23%
2.	Interior Decorating	10%	Business Law	10%	Latin	16%
3.	German	8%	Psychology	10%	French	14%
4.	Latin	8%	Music (theory)	7%	German	14%
5.	Music (theory)	8%	Latin	6%	Music (theory)	12%
6.	Agriculture	7%	Sociology	6%	Business Law	9%
7.	Mechanical Drawing	7%	World Literature	6%	Composition	8%
8.	French	6%	French	5%	Solid Geometry	8%
9.	Home Economics	6%	Mechanical Drawing	5%	Trigonometry	8%
10.	Industrial Arts	6%	Agriculture	4%	World Literature	7%

HIGH SCHOOL ACTIVITIES

Table III lists the top rated high school activities to be sponsored and the activities the respondents thought should not be sponsored. The three groups were in general agreement about the top rated activities. However, the adults rated Future Homemakers and Future Farmers among the important activities to be sponsored.

There was general agreement among the three groups on those activities that should not be sponsored. Although the three groups agreed that golf should not be sponsored the feeling was beyond 25% of the adults. Recent introduction of golf into the school program may account for the feeling of limited appeal.

TABLE II

HIGH SCHOOL ACTIVITIES

	Sponsor--encourage participation			Not sponsor		
	Senior	Graduates	Adult	Senior	Graduates	Adult
Chorus	55%	61%	37%	2%	3%	2%
Pep Club (male & female)	51%	52%	19%	8%	6%	8%
Football	51%	43%	21%	1%	1%	3%
Basketball	47%	46%	28%	1%	2%	2%
Letter Club	39%	21%	14%	2%	11%	15%
Track	38%	33%	21%	2%	2%	3%
Glee Club	36%	37%	27%	5%	2%	5%
Annual Staff	34%	37%	31%	3%	2%	2%
Baseball	34%	32%	22%	2%	3%	3%
Dramatics	32%	41%	22%	2%	2%	4%
Student Government	31%	51%	45%	4%	3%	1%
Honor Society	30%	31%	26%	8%	8%	14%
Cheerleading	28%	26%	10%	3%	6%	5%
Wrestling	26%	19%	12%	4%	6%	15%
Band	25%	54%	42%	3%	2%	1%
Y-Teens	22%	26%	16%	6%	7%	6%
Future Homemakers	21%	25%	33%	6%	5%	1%
Newspaper (Journalism) Club	21%	20%	13%	2%	3%	6%
Debate Club	20%	33%	25%	3%	4%	5%
Future Farmers	19%	17%	30%	5%	3%	2%
Library Club	17%	24%	18%	8%	5%	6%
Orchestra	15%	18%	17%	3%	5%	8%
Future Teachers	14%	10%	32%	5%	7%	2%
Camera Club	12%	10%	2%	9%	16%	21%
Forum	11%	10%	27%	8%	14%	12%
Art Club	11%	9%	6%	8%	8%	11%
Golf	10%	10%	3%	10%	21%	30%

TABLE III

TOP TEN HIGH SCHOOL ACTIVITIES

SPONSOR - ENCOURAGE PARTICIPATION

	Senior		Graduates		Adult	
1.	Chorus	55%	Chorus	61%	Student Government	45%
2.	Pep Club (m & f)	51%	Band	54%	Band	42%
3.	Football	51%	Pep Club (m & f)	52%	Chorus	37%
4.	Basketball	47%	Student Government	51%	Future Homemakers	33%
5.	Letter Club	39%	Basketball	46%	Annual Staff	31%
6.	Track	38%	Football	43%	Future Farmers	30%
7.	Glee Club (m & f)	36%	Dramatics	41%	Basketball	28%
8.	Annual Staff	34%	Annual Staff	37%	Forum	27%
9.	Baseball	34%	Glee Club (m & f)	37%	Honor Society	26%
10.	Dramatics	32%	Debate Club	33%	Debate Club	25%

NOT SPONSOR

	Senior		Graduates		Adult	
1.	Golf	10%	Golf	21%	Golf	30%
2.	Camera Club	9%	Camera Club	16%	Camera Club	21%
3.	Art Club	8%	Forum	14%	Letter Club	15%
4.	Forum	8%	Letter Club	11%	Wrestling	15%
5.	Honor Society	8%	Art Club	8%	Honor Society	14%
6.	Literary Club	8%	Honor Society	8%	Forum	12%
7.	Pep Club (m & f)	8%	Future Teachers	7%	Art Club	11%
8.	Future Homemakers	6%	Y-Teens	7%	Orchestra	8%
9.	Y-Teens	6%	Cheerleading	6%	Pep Club (m & f)	8%
10.	Future Farmers	5%	Pep Club (m & f)	6%	Library Club	6%

HOME RESOURCES DURING HIGH SCHOOL YEARS

Table IV lists various learning and enrichment materials available to the home and indicates availability and use of this material. An examination of this table indicates that today's youth have access to far more material than did their elders. What is more important, they appear to be making use of it to supplement the instruction they receive in school.

While these figures are gratifying, concern must be expressed over those who rarely use what is available, or who do not have such material available. For example, in a typical class of thirty students, seven would not have home access to a current events magazine such as TIME or NEWSWEEK. Another twelve wouldn't do much more than page idly through the magazine even though it might lay on the coffee table all week.

It is quite apparent that electronic material is important to today's youth. The highest percentage of use is reserved for radio and TV. Perhaps teachers should begin reading Marshall McLuhan to discover the significance of electronic material in today's society, and to learn how to capitalize on this in school activities.

TABLE IV

HOME RESOURCES DURING HIGH SCHOOL YEARS

	Available					
	High usage			Little usage		
	Senior	Graduates	Adult	Senior	Graduates	Adult
Current events magazines	37%	29%	39%	39%	32%	16%
Daily newspaper	68%	58%	66%	23%	36%	10%
Encylopedia	42%	28%	35%	36%	27%	25%
Personal interest magazines	51%	34%	37%	25%	33%	26%
Personal library	31%	17%	32%	28%	19%	31%
Radio - AM	80%	65%	51%	15%	25%	21%
Radio - FM	22%	7%	20%	29%	13%	21%
Record player	43%	29%	29%	36%	35%	25%
Record player - stereo	40%	13%	26%	15%	9%	14%
Tape recorder	10%	2%	3%	24%	8%	13%
TV - black and white	71%	52%	64%	21%	29%	11%
TV - color	16%	1%	14%	1%	0%	1%
World map or globe	14%	19%	23%	58%	40%	13%

	Not available					
	Needed			Not needed		
Current events magazines	14%	25%	16%	9%	11%	8%
Daily newspaper	6%	4%	4%	1%	1%	1%
Encylopedia	15%	33%	14%	6%	11%	6%
Personal interest magazines	10%	15%	10%	13%	16%	6%
Personal library	23%	29%	10%	16%	33%	5%
Radio - AM	2%	4%	3%	1%	6%	3%
Radio - FM	8%	10%	8%	38%	66%	21%
Record player	2%	8%	6%	16%	26%	15%
Record player - stereo	12%	7%	9%	30%	69%	26%
Tape recorder	14%	15%	8%	48%	69%	45%
TV - black and white	0%	5%	1%	6%	12%	2%
TV - color	17%	2%	3%	59%	92%	54%
World map or globe	13%	30%	16%	15%	10%	1%

TABLE V

HOME RESOURCES DURING HIGH SCHOOL YEARS

Available - High Usage

Senior		Graduates		Adult	
Radio -AM	80%	Radio	65%	Daily Newspaper	66%
TV - Black and white	71%	Daily Newspaper	58%	TV - Black and white	64%
Daily Newspaper	68%	TV - Black and white	52%	Radio - AM	51%
Personal interest magazines	51%	Personal interest magazines	51%	Current events magazines	39%
Record player	43%	Record player	29%	Personal interest magazines	37%
Encylopedia	42%	Current events magazines	29%	Encylopedia	35%
Record player - stereo	40%	Encylopedia	28%	Personal library	32%
Current events magazines	37%	World map or globe	19%	Record player	29%
Personal library	31%	Personal library	17%	Record player - stereo	26%
Radio - FM	22%	Record player - stereo	13%	World map or globe	23%

Not Available - Needed

Senior		Graduates		Adult	
Personal library	23%	Encylopedia	33%	Current events magazines	16%
Encylopedia	15%	World map or globe	30%	World map or globe	16%
Current events magazines	14%	Personal library	29%	Encylopedia	14%
Tape recorder	14%	Current events magazines	25%	Personal interest magazines	10%
World map or globe	13%	Personal interest magazines	15%	Personal library	10%
Record player - stereo	12%	Tape recorder	15%	Record player - stereo	9%
Personal interest magazines	10%	Radio - FM	10%	Tape recorder	8%
Radio - FM	8%	Record player	8%	Radio - FM	8%
Daily newspaper	6%	Record player - stereo	7%	Record player	6%
Radio - AM	2%	TV - black and white	5%	Daily newspaper	4%

ADEQUACY/INADEQUACY HIGH SCHOOL EXPERIENCES

Tables VI and VII report responses from the three groups to a question that dealt with the extent to which high school prepares a person in selected areas of adolescent and adult life. Table VII lists the top and bottom ten experiences in terms of these evaluations.

All three groups agreed generally on the top ten experiences even though they differed in the order in which items were ranked. The experiences in these lists tended to relate to experiences important to the immediate life of the high school student.

Of greater interest to educators, perhaps, is the listing of experiences the three groups thought inadequate. Again, there is remarkable similarity among the lists although the order differed. Easily noticed in these lists is the inadequate rating given by all three groups to various experiences that relate to family life. When this is coupled with the strongly inadequate rating given sex instruction at the elementary level, it suggests that educators and school boards might well re-examine the school's traditional minor role in the whole area of personal and family life education.

All three groups also agreed that, while the school did a fine job of developing music appreciation, it did poorly on art and drama appreciation. This also suggests that schools might be concentrating too heavily on one facet of our culture to the detriment of other important facets.

One interesting observation is that the adult group generally was less willing to rate the high school experiences as either outstanding or as very inadequate. With their greater maturity it is possible that they are less willing to pinpoint praise and blame in the development of things that work together to define adult life.

TABLE VI

ADEQUACY OF HIGH SCHOOL EXPERIENCE

	Oustanding--very adequate			Inadequate		
	Senior	Graduates	Adult	Senior	Graduates	Adult
Appreciation of Art	22%	5%	16%	48%	69%	21%
Appreciation--dramatics	24%	25%	21%	42%	40%	17%
Appreciation--music	44%	44%	32%	21%	20%	8%
Boy-girl relationships	43%	38%	34%	18%	18%	8%
Civic participation	23%	27%	32%	31%	25%	17%
College admissions	44%	33%	45%	23%	25%	4%
College life	34%	32%	33%	30%	28%	1%
Dating	39%	38%	26%	24%	21%	13%
Economic independence	39%	35%	21%	19%	17%	17%
Buying habits	23%	28%	15%	26%	29%	17%
Family budget	32%	32%	14%	23%	22%	21%
Family living	38%	42%	21%	17%	17%	15%
Hobby	26%	25%	20%	34%	30%	22%
News interpretation	42%	38%	25%	19%	16%	9%
Life's work	59%	48%	29%	9%	18%	11%
Leadership	47%	44%	32%	12%	16%	8%
Marriage	32%	35%	16%	28%	24%	19%
Military service	11%	12%	17%	48%	26%	15%
Parental responsibility	34%	33%	17%	22%	21%	21%
Recreational activities	50%	57%	35%	15%	10%	4%
Voting	45%	40%	23%	20%	16%	3%

TABLE VII

TOP TEN HIGH SCHOOL EXPERIENCES

OUTSTANDING - VERY ADEQUATE

	Senior		Graduates		Adult	
1.	Life's Work	59%	Recreational activities	57%	College admissions	45%
2.	Recreational activities	50%	Life's work	48%	Recreational activities	35%
3.	Leadership	47%	Appreciation--music	44%	Boy-girl relationships	34%
4.	Voting	45%	Leadership	44%	College life	33%
5.	Appreciation--music	44%	Family living	42%	Leadership	32%
6.	College admissions	44%	Voting	40%	Appreciation--music	32%
7.	Boy-girl relationships	43%	Dating	38%	Civic participation	32%
8.	News interpretation	42%	Boy-girl relationships	38%	Life's work	29%
9.	Dating	39%	News interpretation	38%	Dating	26%
10.	Economic independence	39%	Parental responsibility	33%	News interpretation	25%

INADEQUATE

	Senior		Graduates		Adult	
1.	Appreciation of art	48%	Appreciation of art	69%	Hobby	22%
2.	Military service	48%	Appreciation--dramatics	40%	Appreciation of art	21%
3.	Appreciation--dramatics	42%	Hobby	30%	Family budget	21%
4.	Hobby	34%	Buying habits	29%	Parental responsibility	21%
5.	Civic participation	31%	College life	28%	Marriage	19%
6.	College life	30%	Military service	26%	Appreciation--dramatics	17%
7.	Marriage	28%	College admissions	25%	Civic participation	17%
8.	Buying habits	26%	Civic participation	25%	Economic independence	17%
9.	Family budget	23%	Marriage	24%	Buying habits	17%
10.	Parental responsibility	22%	Family budget	22%	Family living	15%

TEACHER SURVEY

The results of the teacher survey are reproduced only in part. The questionnaire is reproduced in Appendix F and should be referred to in reading the following analysis of returns. Responses of elementary and secondary teachers have been grouped into a single percentage response in each case for ease in reading.

TABLE VIII

Teacher Response to Availability of Educational Media

	Readily Available	Inconveniently Available	Unavailable	No Response
PRESENTATION DEVICES				
Filmstrip projector	68%	29%	1%	0%
Overhead projector	67%	27%	1%	4%
Tape recorder	63%	32%	1%	2%
Record player	61%	33%	0%	4%
16mm motion picture projector	57%	36%	1%	5%
Slide projector	56%	22%	9%	10%
Opaque projector	53%	26%	11%	8%
Filmstrip previewer	32%	19%	32%	16%
8mm motion picture projector	12%	15%	45%	25%
Earphone set	17%	16%	43%	23%
Television receiver	10%	15%	54%	19%
Radio	5%	7%	63%	21%
PRODUCTION EQUIPMENT				
Ditto machine	67%	24%	1%	5%
Photocopier	41%	24%	14%	17%
8mm camera	8%	13%	48%	26%
Dry mount press	7%	16%	40%	25%
35mm camera	5%	11%	55%	26%

TABLE VIII--continued

	Readily Available	Inconveniently Available	Unavailable	No Respon
MATERIALS				
Dictionaries	82%	10%	1%	5%
Encyclopedias	73%	21%	0%	5%
Newspapers--Weekly (Weekly Reader,etc.)	68%	17%	5%	9%
Non-Fiction Books (other than texts)	65%	27%	1%	5%
Fiction Books	65%	26%	0%	6%
Subject Magazines(National Geographic)	58%	25%	7%	8%
Globes	56%	23%	3%	13%
Indexes (Readers Guide, etc.)	54%	21%	10%	14%
Current Events Magazines (Time, Life)	53%	25%	10%	10%
Professional periodicals (English Journal, Social Studies, etc.)	52%	28%	10%	8%
Maps	51%	24%	4%	13%
Filmstrips	46%	39%	5%	5%
Newspapers--daily	44%	22%	19%	11%
Professional books (methodology etc.)	38%	37%	20%	12%
Flannel boards	32%	14%	29%	19%
Recordings--disc	31%	14%	34%	17%
Models	29%	13%	30%	23%
Recordings--tape	24%	15%	42%	17%
Programmed units (book)	24%	11%	45%	20%
Overhead transparency sets	23%	19%	40%	16%
Flat picture sets	22%	13%	45%	18%
Magnetic boards	21%	12%	40%	22%
Overhead transparency master sets	18%	12%	47%	22%
Slide sets	16%	10%	51%	20%
16mm instructional films	9%	35%	36%	17%
8mm instructional films	5%	13%	60%	22%
Programmed units (machine)	5%	8%	65%	22%

PART I

From the foregoing results, it seems apparent that the more traditional educational media have been provided for the teachers of Seward County. Each school should carefully weigh the convenience factor in promoting a more adequate use of the machine oriented media. The use of 8mm instructional film has not yet fully made an impact and should be seriously considered in future planning for all schools. Television and radio are apparently not relied upon as classroom tools. The availability of programming through nearby educational stations should rank this item high on the priority list.

With the exception of copying devices, primarily the traditional "ditto" machine, teachers must rely upon commercially prepared materials. To a great extent they do not have the equipment to produce innovative teaching tools.

Although the teachers report a high percentage of availability in media machines, they are not correspondingly blessed with the materials that make the machines useful. A 94% availability of record players is of little value when less than 50% of the teachers have access to records.

PART II

The teachers indicated no strong source of information about educational media. Each teacher having his own list was most popular with a 26% response. The lack of media personnel is apparent by the fact that only 8% of the teachers rely on a media coordinator. That the teachers feel a real need for additional and more complete information is apparent by the 51% who indicated that such service is incomplete.

Seventy-one percent of the teachers are relying upon information received in college and university courses. Forty-six percent indicated the informational value of in-service training received during the course of the year, also indicating their receptiveness to the type of program projected for the Seward County Media Service Center.

Twenty-six percent of the teachers rely on media courses or workshops as their most valuable source of information and 23% on information supplied by distributors or manufacturers. The latter presents a real danger in limiting the views of the classroom teacher. That the schools are inadequately prepared to provide information is dramatically shown by the fact that only 14% indicate the principal has such information and only 1% rely upon this source as most valuable. Only 2% consider catalogs or bulletins issued by the school as most valuable and only 9% consider training sessions or workshops by the school as most valuable. The necessity for action in this area is supported by the fact 82% of the teachers cannot regard information provided by their school system or administration as most valuable.

The teachers support this need by pointing up the three types of assistance which they would consider most useful:

> Fifty-eight percent consider information on appropriate educational media most helpful; 56%, help in producing teaching materials: 53%, help in keeping up to date on new educational media; and 46%, suggestions on the best use of available materials.

All of the teachers have made or supplied their own materials, transparencies and flat pictures being most popular. It is also apparent that the machines should not stand in the way of utilization as more than 80% of all teachers either find them easy to operate or are proficient enough to teach others.

TEACHER RESPONSE TO

OVERVIEW OF EDUCATIONAL MEDIA

ITEM		AGREE	DISAGRE
50.	I have sufficient time to preview and prepare materials properly.	33%	65%
51.	I find it easy to integrate various educational media into my teaching.	69%	29%
52.	I know what educational media are most appropriate for my grade level.	72%	26%
53.	I have little difficulty ordering materials and scheduling equipment.	49%	48%
54.	Materials and equipment are generally available when I need them.	67%	31%
55.	I can produce such materials as overhead transparencies, slides, etc. for use in my classes.	59%	39%
56.	My classroom is properly set up to use projected materials.	54%	44%
57.	Available equipment is new or in good condition.	80%	18%
58.	Students tend to look on lessons using educational media as "entertainment".	17%	76%
59.	Educational media are too expensive for the results achieved.	5%	89%
60.	Our school has sufficient space for housing educational media.	42%	57%
61.	Educational media are organized in our school so that teachers and children may use them efficiently.	38%	60%
62.	The teachers in my school have a positive attitude toward the use of educational media.	90%	6%

The overview presented indicates that teachers as a whole are very positive in their attitudes concerning educational media. Although the teachers indicate a lack of time for preparation, and some difficulty in ordering and producing materials, more adequate information and increased training will go far to minimize these difficulties.

The marginal dissatisfaction with facility and space is universal, especially in the light of the fantastic pace at which developments have come about, although minimal and inexpensive remodeling can go far to enhance media use possibilities. The more vehement dissatisfaction with the organization of materials already available has been compounded by the addition of the multi-media approach. Librarians have had to reorient themselves to a new approach and the media people have had to become conversant with the problems of total materials organization. The problem is receiving national attention and every effort should be made by those responsible to take advantage of more efficient methods of dissemination as they are developed. Boards and administrators must be encouraged to see librarians and media coordinators as important members of their education team.

PRINCIPAL SURVEY

AVAILABILITY OF EQUIPMENT AND MATERIALS

Of the presentation devices available in the County schools only three are provided in sufficient quantities to meet the DAVI Quantitative Standards for Audio Visual Equipment. Table IX itemizes the number available (Column 1) and also gives the per classroom ratio (Column 2). In addition the ratio suggested by DAVI as basic is provided for comparison (Column 3).

For example, 39 filmstrip projectors, the device most frequently used, are available to the 184 classrooms. This represents one per five classrooms while the DAVI Standards recommend as basic one per three classrooms. A quick check of the columns indicates that availability of equipment and usage are directly related. To increase the use of materials in the County classrooms we suggest that the schools meet the basic requirements of the DAVI Standards.

The availability of production equipment and materials is given in numbers only. No comparisons are made because in most instances standards have not been established. However, it is again obvious that availability is a key determinant for the amount of usage reported by the principals.

USAGE OF EQUIPMENT AND MATERIALS

To interpret the data reported by the eighteen principals it was necessary to regroup usage categories, tabulate the results in percentages, then place them in rank order according to usage. (See table X) Of all presentation devices the most frequent use is made of the more common devices such as filmstrip projector, record player, and 16mm motion picture projector.

2 meg.

Materials for this type of equipment are also more readily available in quantity to the County teachers. (See Materials Available) Few 16mm educational films were reported as being owned by the schools and the high percentage of infrequent use or no response is attributed to this fact. However, the principals did report that films are occasionally rented and borrowed from various film libraries. One would expect the newer educational media, such as 8mm motion picture and television, to rank lowest in usage and this is found in the County. However, the small number of television sets available is alarming since the Nebraska Council for Educational Television is so active. Perhaps the participation fee and equipment cost is a deterring factor toward greater use.

The high rank in usage of the overhead projector reflects the popularity this new device has among teachers. The small number of available radios is a disappointment since educational radio broadcasting is available from a Columbus station KJSK. However, most teachers are not aware of this programming.

Every principal reported having a duplicating machine in his building. Its usage ranks first among the production equipment. The infrequent usage of the photocopier is probably due to administrators using the machine for office work only and not for the production of overhead transparencies. The newer types of production equipment are seldom used since they are not available.

Most of the materials which received less than 50% of the principal's indication of frequent use have commonly been regarded as supplementary. Naturally the traditional school materials such as books, maps, and globes received the highest frequency of use. Perhaps this is to be expected in small schools which evidently lack equipment and materials and must rely on the basic texts, supplementary books, and maps. To provide more of the non-book materials will require additional personnel to organize and administer them. This type of auxiliary personnel is necessary to create a high quality educational program in the county schools.

TABLE IX

	Number Available	Ratio Per Class-room	DAVI Ratio Per Class-room	Daily Frequent Use	Infre-quent Never used	Not Availa-ble	No Response
PRESENTATION DEVICES							
Filmstrip projector	39	1:5	1:3	83%	17%	-	-
Record player	43	1:5	1:1	78%	11%	6%	5%
16mm Motion picture projector	28	1:7	1:10	56%	39%	-	5%
Tape recorder	36	1:5	1:5	56%	28%	-	16%
Overhead projector	47	1:4	1:4	56%	6%	17%	21%
Opaque projector	16	1:12	1:p.s.	39%	17%	17%	27%
Filmstrip previewer	13	1:14	1:3	34%	22%	28%	16%
Earphone set	48	1:4	-	16%	11%	28%	45%
Television receiver	7	1:27	-	11%	11%	33%	45%
Slide projector	17	1:11	1:p.s.	6%	61%	17%	16%
Radio	5	1:37	1:p.s.	-	22%	33%	45%
8mm Motion picture projector	3	1:61	-	-	6%	38%	56%

p.s.—per school

TABLE X

	Number Available	Daily Frequent Use	Infre-quent Never used	Not Availa-ble	No Response
PRODUCTION EQUIPMENT					
Ditto machine	18	89%	-	-	11%
Photocopier	8	11%	-	39%	50%
Dry mount press	3	-	11%	39%	50%
35mm camera	2	-	5%	39%	56%
8mm camera	2	-	6%	33%	61%
MATERIALS					
Encylopedias	98	100%	-	-	-
Dictionaries	920	100%	-	-	-
Non-Fiction books (other than texts)	22,118	94%		6%	

TABLE X--continued

MATERIALS	Number Available	Ratio Per Class-room	DAVI Ratio Per Class-room	Daily Frequent Use	Infre-quent Never used	Not Availa-ble	No Response
Fiction books	12,028			89%		5%	6%
Maps	155			89%	6%		6%
Globes	73			83%	6%		11%
Newspapers-weekly (Weekly Reader, etc.)	554			78%	17%		5%
Filmstrips	3,096			67%	11%	5%	17%
Indexes	31			55%	6%	17%	22%
Flat picture sets	192			50%	28%	22%	-
Flannel boards	44			50%	28%	11%	11%
Professional periodicals (English Journal, Social Studies, etc.)	88			44%	28%	11%	17%
Recordings - disc	636			44%	11%	17%	28%
Current events magazines (Time, Life, etc.)	141			28%	11%	17%	44%
Subject magazines (National Geographic)	123			28%	16%	28%	28%
Overhead transparency sets	253			22%	17%	17%	44%
Professional books (Methodology, etc.)	198			17%	39%	22%	22%
Newspapers - daily	12			17%	16%	28%	39%
Recordings - tape	137			11%	28%	17%	44%
Models				11%	11%	28%	50%
Programmed units (books)	21			11%	11%	28%	50%
Programmed units (machine)	17			11%		39%	50%
16mm instructional films	12			11%	6%	33%	61%
8mm instructional films	9				6%	33%	61%
Slide sets	49				17%	39%	44%
Overhead transparency master sets	27				11%	39%	50%

ORGANIZATION SURVEY

Table XI lists responses from 35 members of Seward County community organizations to questions concerning the importance of proposed programs. Two thirds of these people were between 31-40 years old and more than half were engaged in business or professional occupations. Since so few people were involved in this study, findings are reported by the number of respondents rather than by percentages.

In general the respondents appeared more interested in programs that related to health and safety, and special education than in those that related to the fine and useful arts. In every instance, over half of the respondents placed each of the former programs in columns 1 or 2 indicating that the program should be sponsored and supported entirely by the school, or by the school for school age residents and by community organizations for adults.

Respondents were agreed that special education programs ought to be available for all age levels in the county. This is presently under study in most of the county schools. There was also strong agreement for making the programs of Driver Education, First Aid, and Civil Defense available to all age levels. Except for Civil Defense these areas are currently included in most of the school curriculums.

Sex Education is currently under scrutiny in many of the county schools. The respondents felt that the program was important and should be sponsored and financed by the school. If this response is representative of a majority of the citizens a much stronger program could develop within the school.

In the area of Useful Arts, respondents felt the schools should provide much of the initiative for instruction in areas relating to communication. Public speaking and typing are currently taught but possibly should be expanded to include more age levels. Most of the respondents were in the 31-40 year age group and these people generally are interested in improving themselves. Most respondents either had no opinion or felt instruction in radio broadcasting had no place as an organized community activity. This is possibly due to its specialized nature.

It is interesting to note that only the traditionally accepted programs of art, music, and sports received much support. Respondents were less willing to expend community effort for such things as ballet and photography. This might imply that those wishing to introduce innovative activities in the county should plan their promotional programs carefully.

TABLE XI

INDIVIDUAL RESPONSES TO ORGANIZATION SURVEY

RATING SCALE

1. An important program: Instruction should be available for all ages through school sponsored and financed programs.

2. An important program: Elementary and high school students should be instructed in school programs, and adults in programs sponsored and financed privately or by community organizations.

3. An important program: Instruction at all age levels should be sponsored and financed by non-school community organizations and through fees charged to participants.

4. I have no opinions on the importance or non-importance of this program.

5. This program has no place as an organized activity in our community.

FINE ARTS PROGRAMS	1.	2.	3.	4.	5.
(21) Drawing and painting	11	8	4	11	0
(22) Ceramics	3	4	7	17	2
(23) Photography	2	3	10	14	2
(24) Dancing and Ballet	2	4	9	10	8
(25) Square dancing	0	6	9	13	6
(26) Book discussion groups	5	10	7	11	0
(27) Dramatics participation	11	8	5	8	1
(28) Individual music lessons	13	7	9	3	2
(29) Group vocal music lessons	18	7	3	5	0
(30) Group instrumental groups	19	7	1	4	2
(31) Recreation (bridge, chess)	4	6	9	7	7
(32) Competitive sports (football)	19	7	4	2	1
USEFUL ARTS PROGRAMS					
(33) Home care and repair	3	8	14	7	1
(34) Cooking	17	10	3	2	1
(35) Interior decorating	5	5	10	10	3
(36) Knitting	5	5	9	11	3
(37) Sewing	12	8	5	4	0
(38) Industrial arts	17	6	7	3	0
(39) Foreign language classes	19	6	3	5	0
(40) Public speaking	16	14	1	3	0
(41) Current affairs discussions	14	11	3	6	0

USEFUL ARTS PROGRAMS--continued

	1.	2.	3.	4.	5.
(42) Radio broadcasting (ham)	3	2	6	17	5
(43) Use of money (banking, stocks)	14	11	6	3	0
(44) Typing	20	12	2	0	0

HEALTH AND SAFETY PROGRAMS

	1.	2.	3.	4.	5.
(45) Bicycle safety	24	4	6	0	0
(46) Driver education	25	7	3	0	0
(47) First aid	19	12	4	0	0
(48) Civil defense	13	17	5	0	0
(49) Physical fitness	21	8	4	0	0
(50) Mental hygiene	23	6	3	3	0
(51) Sex education	19	7	4	3	2
(52) Swimming instruction	17	9	5	1	1
(53) Hunting and Fishing instruction	5	12	10	3	4
(54) Child care	10	11	6	5	1

SPECIAL EDUCATION PROGRAMS

	1.	2.	3.	4.	5.
(55) Speech handicapped	22	8	4	0	1
(56) Emotionally disturbed	18	9	6	1	1
(57) Mentally retarded	18	9	5	2	1
(58) Physically handicapped	19	10	4	2	0

RECOMMENDATIONS

RECOMMENDATION: THE COUNTY SCHOOLS SHOULD FORM A COUNTY CURRICULUM COMMITTEE THAT WOULD DEAL WITH COMMON CURRICULAR PROBLEMS AND MAKE RECOMMENDATIONS TO THE APPROPRIATE FACULTIES AND BOARDS.

While this study found a generally favorable reaction to Seward County schools, enough criticism was expressed and implied to suggest that teachers and administrators should set up an organizational framework that would permit a constant examination of the schools' curricula.

The survey team feels the most efficient way of accomplishing this would be through a curriculum committee that would represent all the schools in the County. Each school district should have a representative from each instructional level (however this is defined) that it operates. The parochial schools should combine to select a representative from each level they operate.

The committee should be advisory to the faculties and boards. It should meet periodically during the year, appoint special study committees, develop written study papers for faculty and board consideration, and possibly report to a meeting of combined faculties at least once a year, perhaps during the pre-school workshop days.

This curriculum committee might begin their work with an examination of the findings of this report. These findings suggest several areas in which schools might benefit from cooperative effort in the development and use of instructional materials and County resources, in-service programs, and cultural programs. The findings also suggest that the various faculties might work together in the development of broader statements of curricular objectives and procedures.

RECOMMENDATION: A DIRECT MEANS OF COMMUNICATION SHOULD BE ESTABLISHED BETWEEN THE SEWARD COUNTY BOARDS OF EDUCATION.

Results of the Survey brought out problems that appear to be common to all schools. What differences that exist exist only because of the unique school environments in which they are found. Irrespective of the school, the results are quite similar--more noticeable similarity among problems than dissimilarity.

The Survey also indicated a need for more intensive effort for constant expansion of services and improvement in enrichment of curriculum offerings. Interschool cooperation is desirable in areas of central purchasing, transportation, and inter-loan of materials and books. This cooperation will result in more and specialized services available to a greater number of youth.

The Survey Team recommends that Boards of Education schedule annual group meetings to discuss these common problems. Through meetings of this nature the essential rapport and articulation can be established that will facilitate progress.

This progress will result when school officials become aware of the many avenues of decisions that can be solved through this cooperative effort. Greater involvement of the personnel in the school administrative structure is imperative. This should result in greater enthusiasm, more positive sense of responsibility, and higher staff morale. Hopefully, through greater cooperation among Boards of Education, school personnel, and laymen, the level of education for which we strive will be attainable.

RECOMMENDATION: THAT THE CHURCHES OF THE SEWARD COUNTY AREA ASSUME THE RESPONSIBILITY THROUGH THEIR VARIOUS ORGANIZATIONS AND AGENCIES TO WORK TOGETHER WITH THE HOMES, SCHOOLS, AND OTHER GROUPS WITHIN THE COUNTY IN PROVIDING A MORE ADEQUATE FAMILY LIFE PROGRAM.

The area of family life was one of major concern for the individuals of Seward County according to the findings reported earlier. Both youth and adults felt the need for more adequate instruction in sex education. This area consistently received the highest ratings in inadequacy and the lowest in adequacy of preparation on the part of all groups as they evaluated the program within the schools. Although this might appear as a criticism of the offerings of the schools, this is not the interpretation of the findings which the survey team feels should be given primary consideration. Rather, this is an area wherein various agencies should be making a contribution.

In the estimation of the survey team, the various churches within the County appear to be the most suitable community resource to spearhead a more adequate family life program for the following reasons: (1) the advantage the church has in reaching into so many households because of the high percentage of families within the County holding church membership, (2) the possibilities of presenting a more wholesome framework for instruction and consideration of concerns regarding sex education, (3) the availability of a variety of organizations within the church which would facilitate reaching the various age groups with information which necessarily must be presented repeatedly as youth matures, (4) the existing social and recreational aspects of church organizations which could be used to foster wholesome relationships and attitudes, (5) the role of the church in formulating the community conscience in regard to recreational facilities and activities, proper newsstand literature, motion picture films, etc., and (6) the doctrinal postions and spiritual implications which are inherent in the area of sex education as could be readily illustrated by anxiety and guilt feelings found among youth.

Of course, other agencies must be encouraged to support and contribute to this program: the schools with their units in health and home economics courses, the libraries with selected offerings in book and pamphlet and so on. Nevertheless, the various churches of the County should be responsible for presenting instruction in this area of family living within the context of their doctrinal positions, allowing sex education to be considered positively as a wholesome aspect of meaningful living.

The survey team recommends that the various ministerial associations in the County give this matter high priority on their agenda.

RECOMMENDATION: THAT THE SCHOOLS AND CIVIC ORGANIZATIONS FOCUS THEIR ATTENTION UPON THE STRENGTHENING OF THE APPRECIATION OF DRAMA, ART, AND MUSIC.

Although the survey indicates a general satisfaction with the teaching of the practical skills involved in fine arts; drama, music, and art; individual and group appreciation for these forms is apparently weak. To strengthen the appreciation of these areas in our community, attention should be focused on making teachers aware of the problem, enhancing opportunities for students and adults to be exposed to these media, and increasing the possibility of actual participation on the part of students and adults. The survey team suggests that school administrators, school boards, and civic organizations consider the following for possible action.

The schools should:

1. Provide an in-service seminar for all teachers in each school specifically aimed at developing an awareness for the need of teaching appreciation as well as skill in dealing with art, drama, and music.
2. Develop the opportunity for teachers and pupils to make use of existing possibilities as a school activity.

Civic organizations (Women's Clubs, J.C.'s, etc.) should:

1. Develop a fine arts brochure indicating existing opportunities for exposure in the County and immediately surrounding areas.
2. Cooperatively study the possibilities of sponsoring and scheduling art shows, drama, and recitals at a variety of centers in the County.
3. Seriously consider sponsoring summer participation programs in

these areas similar and complementary to those already existing in the physical education areas. One possibility might be a musical presented at the County Fair. Seward County has been remarkably successful in organizing summer physical education and recreational opportunities on a county-wide basis. The Centennial Year has also given abundant evidence of talent and ingenuity that has been coordinated on a county-wide basis. It is hoped that the same kind of concern might be fostered and similar energies expended to increase the appreciation of art, music, and drama which will play an ever larger role as the hours of leisure time become increasingly available.

RECOMMENDATION: PROVIDE ALL COUNTY SCHOOLS WITH SUFFICIENT MATERIALS AND EQUIPMENT AND PROFESSIONAL SUPPORT FOR THEIR EFFECTIVE USE.

The information gathered in the Teacher and Principal Surveys indicate the need for this two part recommendation. The teachers' responses indicate a strong need for educational media specialist help. This could be achieved within an individual district or by cooperative efforts of several districts providing such services. The teachers' requests for information on educational media, help in producing teaching materials, and help in keeping up-to-date can only be met with the employment of a media specialist. The teachers' lack of information about materials and their expressions of dissatisfaction with available services support this recommendation. The positive attitude of the teachers toward the use of educational media speaks well of their professional concerns for a strong educational program. Administrators must capitalize on this plus factor and provide the teachers with the appropriate professional assistance so that the best use can be made of materials and equipment in the county classrooms.

From the Principal Survey we note that the availability of equipment and materials is a key determinant for usage. Administrators must pay more attention to providing equipment and materials for teacher's use. This also includes outfitting every classroom with the necessary display areas, light control, electrical outlets, acoustical treatment, wall mounted screens, and work and storage space so that teachers may use all educational media efficiently in their classrooms. We strongly recommend that materials and equipment be provided in the necessary amounts so that all teachers can easily use them in their classrooms. Existing standards of the American Association of School Librarians and the National Education Association's Department of Audio Visual Instruction should be the basis for such provision.

APPENDICES

APPENDIX A

HIGH SCHOOL SURVEY
SENIOR CLASS

CONFIDENTIAL QUESTIONNAIRE

Conducted by:

Educational Survey Center
436 Seward Street
Seward, Nebraska

Everett Holmgrain, Project Director

January, 1967

Grant Number OEG-3-7-1102-0229
Project Number 1102

1-4 NUMBER ....
(Do not write in this space)

HIGH SCHOOL SURVEY — SENIOR CLASS — CONFIDENTIAL QUESTIONNAIRE

Name ....

Address ....
(street or rural route) (city and state)

5. SEX
(1)........Male
(2)........Female

6. HIGH SCHOOL PRESENTLY ATTENDING
(1)........Beaver Crossing
(2)........Concordia
(3)........Milford
(4)........Seward
(5)........Utica

7. YOUR RELIGIOUS AFFILIATION
(1)........No church membership
(2)........Baptist
(3)........Episcopalian
(4)........Lutheran
(5)........Methodist
(6)........Mennonite
(7)........Presbyterian
(8)........Roman Catholic
(9)........Other. Identify ....

8. YOUR FATHER'S PROFESSION OR OCCUPATION
(1)........Business man
(2)........Farmer
(3)........Laborer
(4)........Professional (doctor, lawyer, school teacher, etc.)
(5)........Proprietor or manager
(6)........Protection (police, etc.) or service (maintenance, repair, etc.)
(7)........Salesman, clerk, or cashier
(8)........Other. Identify ....

9. YOUR MOTHER'S PROFESSION OR OCCUPATION
(1)........Business woman
(2)........Housekeeping (employed)
(3)........Housewife
(4)........Professional (teacher, nurse, etc.)
(5)........Proprietor or manager
(6)........Saleswoman, clerk, or cashier
(7)........Service
(8)........Waitress or cook
(9)........Other. Identify ....

10. YOUR INTENDED PROFESSION OR OCCUPATION
(1)........Business man or woman
(2)........Farmer
(3)........Housewife
(4)........Laborer
(5)........Professional. Identify ....
(6)........Proprietor or manager
(7)........Protection (police, etc.) or service (maintenance, repair, etc.)
(8)........Salesman, saleswoman, clerk, or cashier
(9)........Waitress or cook

ELEMENTARY SCHOOL SURVEY
(Kindergarten through 8th grade)

(Please disregard items 11 through 66 if you did not attend school in Seward County during any of your elementary school years.

11-13. WHICH ELEMENTARY SCHOOL IN SEWARD COUNTY DID YOU ATTEND FOR THE LONGEST PERIOD OF TIME?

(01)........Beaver Crossing No. 4
(02)........Bee No. 93
(03)........Cordova No. 88
(04)........Garland No. 82
(05)........Goehner No. 27
(06)........Milford No. 5
(07)........Pleasant Dale No. 21
(08)........Seward (Public) No. 9
(09)........Staplehurst (Public) No. 83
(10)........Utica No. 60
(11)........St. Johns (Seward) No. 9 (Parochial)
(12)........Marysville No. 14 (Parochial)
(13)........Garland No. 22 (Parochial)
(14)........Utica-Gresham No. 36 (Parochial)
(15)........Utica-Gresham No. 55. (Parochial)
(16)........Utica (town) No. 60 (Parochial)
(17)........Garland (town) No. 82 (Parochial)
(18)........Staplehurst (town) No. 83 (Parochial)
(19)........Camden No. 1
(20)........West Mills—Miller No. 2
(21)........Riverview—Leman No. 3
(22)........Mount Pleasant—Divan No. 6
(23)........Ruby No. 7
(24)........Skyview No. 8
(25)........Figard No. 10
(26)........Hafer No. 11
(27)........Hickman No. 12
(28)........Oak Grove No. 13
(29)........Pine Ridge No. 14
(30)........Prairie Ridge—Reynolds No. 15
(31)........Tremper—Walnut Creek No. 16
(32)........Branch No. 17
(33)........Neff—Rosedale No. 18
(34)........Stehlik—Farview No. 19
(35)........Ziegler No. 20
(36)........Gruber No. 22
(37)........Pilot Knob—Brisben No. 23
(38)........Flowing Well No. 24
(39)........Fairview—Endicott No. 25
(40)........Gordon No. 26
(41)........Bates No. 28
(42)........Sunny Side—Harling No. 29
(43)........Occidental No. 30
(44)........Hamlin No. 31
(45)........Petri No. 32
(46)........Spring Hill—Liberty No. 33
(47)........Waterman No. 34
(48)........Rosowski No. 35
(49)........Orton No. 36
(50)........Beaver Creek—Fouse No. 38
(51)........Campion No. 39
(52)........Rocker No. 40
(53)........Salem—Ward No. 41
(54)........Allard No. 42
(55)........Ritchie No. 43
(56)........Hornburg No. 44
(57)........Pool No. 45
(58)........Leahey No. 46
(59)........Pleasant View—Strayer No. 47
(60)........Stolz—Goldenrod No. 48
(61)........Glendale No. 49
(62)........Bethlehem—Success No. 50
(63)........Elk Creek—Beckman No. 51
(64)........Highland No. 52
(65)........Fosler—Bissey No. 53
(66)........Fees No. 54
(67)........Phillips No. 55
(68)........McNeil No. 56
(69)........Kinkaid No. 57
(70)........Star No. 58
(71)........Oliver—Rosemond No. 59
(72)........Blanchard No. 61
(73)........Schoop—Gard No. 62
(74)........Conway No. 63
(75)........Ihde—Sunny Slope No. 64
(76)........Dunten No. 65
(77)........Rohren No. 66
(78)........Romine No. 68
(79)........Bedford No. 70
(80)........Leger No. 71
(81)........Sleepy Hollow No. 72
(82)........Stauffer No. 73
(83)........Slonecker No. 74
(84)........Shamp No. 76
(85)........Blue Valley No. 77
(86)........Atwater No. 78
(87)........Ricenbaw No. 79
(88)........West Fairview No. 80
(89)........Sunshine—Pathe No. 84
(90)........Roebke No. 85
(91)........Patrick—Hell's Corner No. 87
(92)........Blackwood No. 89
(93)........Tamora No. 90
(94)........Gausman No. 92
(95)........Brandhorst No. 94
(96)........Cordova No. 96

How would you rate the instruction you received in Seward County elementary schools in each of the following areas? Please record the appropriate number from the rating scale in the space before each item.

Rating Scale 1—Outstanding
2—Very adequate
3—Fairly adequate
4—Somewhat inadequate
5—Very inadequate

LANGUAGE ARTS Instruction in:

21. ....Basic reading skills
22. ....The effective use of books other than textbooks (encyclopedias, dictionaries, etc.)
23. ....The effective use of newspapers and magazines
24. ....Library usage skills (finding books, gathering information from several sources, etc.)
25. ....Handwriting, penmanship
26. ....Spelling
27.........Grammar
28. ....Writing (stories, reports, letters, etc.)
29. ....Proper speech practices
30. ....Effective listening skills

SOCIAL STUDIES Instruction in:

31. ....History (state, county)
32. ....Geography (state, county)
33. ....Civics, citizenship, political science (knowledge of government)
34. ....Economics (use of money, our national economy)
35. ....Current events
36. ....Our state and region (history, geography, problems, etc)

ARITHMETIC Instruction in:

37. ....Skills in computing (adding, subtracting, multiplying, dividing, etc.)
38. ....Understanding of mathematical reasoning and processes

SCIENCE Instruction in:

39. ....The physical sciences (elementary ideas in force, energy, and motion)
40. ....The biological sciences (elementary ideas in life and life processes)
41. ....The earth sciences (elementary ideas in rocks, minerals, and soil)
42. ....Conservation
43. ....Sex education

THE FINE ARTS Instruction in:

44. ....Art skills (drawing, painting, etc.)
45. ....Art appreciation
46. ....Music skills (singing, note reading, playing simple instruments, etc)
47. ....Informal drama (impromptu class plays, creative drama, etc.)
48. ....Formal drama (acting in audience plays, reading plays, etc.)

Rating Scale 1—Outstanding
2—Very adequate
3—Fairly adequate
4—Somewhat inadequate
5—Very inadequate

PHYSICAL EDUCATION Instruction in:

49. ....Individual activities (running, gymnastics, etc.)
50. ....Group activities (games, folk dancing, etc.)
51. ....Team sports (softball, volleyball, etc.)

RELIGION (answer 52 and 53 **ONLY** if you attended a parochial school) Instruction in:

52. ....The doctrines of the church operating the parochial school
53. ....The application of these doctrines to a person's life

In general, how would you rate your elementary school's efforts to develop these attitudes in you?

54. ....A desire to read for pleasure
55. ....An appreciation of various types of art
56. ....An appreciation of various types of dramatic presentations
57. ....An appreciation of various types of music
58. ....Concern for your fellow man
59. ....Honesty
60. ....Patriotism
61. ....Pride
62. ....Respect for your elders
63. ....Willingness to work
64. ....In general (using the rating scale above), how would you rate the **instruction** you received in elementary schools in Seward County? If inadequate, in what manner? ....

....
65. ....In general (using the rating scale above), how would you rate the relationships that existed between the teachers and pupils in the elementary schools you attended in Seward County? If inadequate, in what manner? ....

....
66. ....In general (using the rating scale above), how would you rate the relationships that existed among the pupils in the elementary schools you attended in Seward County? If inadquate, in what manner? ....

....

HIGH SCHOOL SURVEY
(9th through 12th grades)

Using the rating scale given immediately below, evaluate the following high school courses. Please record the appropriate number from the rating scale in the space before each course.

Rating Scale

1. Took course: personally one of the most valuable taken—should be a required course
2. Took course: should be a required course
3. Took course: should be offered, but not required—valuable for some students
4. Took course: should not be offered—has very limited value, if any

5. Planning to take course: should be required course
6. Planning to take course: should be offered, but not required—valuable for some students

7. Did not take course: should be required course
8. Did not take course: should be offered, but not required—valuable for some students
9. Did not take and not planning to take course: should not be offered—has very limited value, if any.

21. ....Agriculture
22. ....Algebra
23. ....American History
24.........American Literature
25. ....Art (appreciation and applied)
26. ....Biology
27. ....Business Education
28. ....Business Law
29. ....Chemistry
30. ....Civics (Government)
31. ....Composition
32. ....Driver's Education
33. ....English Literature
34. ....French
35. ....German
36. ....General Math
37. ....General Science
38. ....Geography
39. ....Geometry
40. ....Home Economics (clothing, food)
41. ....Industrial Arts (woodworking, metal working)
42. ....Interior Decorating
43. ....Latin
44 ....Mechanical Drawing
45. ....Modern Problems
46. ....Music (instrumental)
47. ....Music (theory)
48. ....Music (vocal)
49. ....Physical Education
50. ....Physical Science
51. ....Physics
52. ....Psychology
53. ....Religion
54. ....Secretarial Training
55. ....Shorthand
56. ....Sociology
57. ....Solid Geometry
58. ....Speech
59. ....Trigonometry
60. ....Typing
61. ....World History
62. ....World Literature

Using the rating scale given below (right), evaluate the availability of the following within your home during your high school years. Please record the appropriate number from the rating scale in the space before each item.

Rating Scale
1.—Available—used a great deal
2.—Available—not used very much
3.—Available—hardly ever used
4.—Not available—needed
5.—Not available—not needed

63. ....Current events magazines (Time, etc.)
64. ....Daily newspaper
65. ....Encylopedia
66. ....Library of personally owned books
67. ....Personal interest magazines (hobbies, homemaking, teenage, etc.)
68. ....Radio—AM
69. ....Radio—FM
70. ....Record player
71. ....Record player—stereo
72. ....Tape recorder
73. ....TV—black and white
74. ....TV—color
75. ....World map or globe

Using the rating scale given immediately below evaluate the following high school extracurricular activities. Please record the appropriate number from the rating scale in the space before each activity.

Rating Scale

1. Participated in activity: personally a most valuable experience—encourage participation.
2. Participated in activity: should be sponsored—encourage participation.
3. Participated in activity: should be sponsored—valuable experience for some students.
4. Participated in activity: should not be sponsored—very limited value, if any.

5. Planning to participate: should be sponsored—encourage participation.
6. Planning to participate: should be sponsored—valuable experience for some students.

7. Did not participate: should be sponsored—encourage participation.
8. Did not participate: should be sponsored—valuable experience for some students.
9. Did not and not planning to participate: should not be sponsored—has very limited value, if any.

(Indicate years of membership after each)

21. ....Annual Staff .... years
22. ....Art Club .... years
23. ....Band .... years
24. ....Baseball .... years
25. ....Basketball .... years
26. ....Camera Club .... years
27. ....Cheerleading .... years
28. ....Chorus .... years
29. ....Debate Club .... years
30. ....Dramatics .... years
31. ....Future Farmers .... years
32. ....Future Homemakers .... years
33. ....Future Teachers .... years
34. ....Football .... years
35. ....Forum .... years
36. ....Glee Club (boy's & girls) .... years
37.........Golf .... years
38. ....Honor Society .... years
39. ....Letter Club .... years
40. ....Library Club .... years
41. ....Newspaper (Journalism) Club .... years
42. ....Orchestra .... years
43. ....Pep Club (boy's & girl's) .... years
44. ....Student Government .... years
45. ....Track .... years
46. ....Wrestling .... years
47. ....Y-Teens .... years
48. ....Other. Identify.........................., ...years

Using the rating scale given below (right), evaluate the high school experience you received in Seward County in each of the following areas. Please record the appropriate number from the rating scale in the space before each area. (To what extent do you feel the high school experience you received in Seward County will have prepared you for each of the following areas?)

Rating Scale

1.—Outstanding
2.—Very adequate
3.—Fairly adequate
4.—Somewhat inadequate
5.—Very inadequate

49. ....Appreciation of art
50. ....Appreciation of dramatics
51. ....Appreciation of music
52. ....Boy-girl relationships
53. ....Civic participation
54. ....College admissions (entrance)
55. ....College life
56. ....Dating
57. ....Economic independence
58. ....Effect of TV, radio on your buying habits
59. ....Family budget
60. ....Family living
61. ....Hobby
62. ....Intelligent interpretation of news
63. ....Life's work—vocation—earning a living
64. ....Leadership
65. ....Marriage
66. ....Military service
67. ....Parental responsibility
68. ....Recreational activities
69. .... Voting

APPENDIX B

December 1, 1966

Dear Sir:

We plan to send a questionnaire to the members of the classes of 1959 and 1960. Could you please provide us with the mailing address of the following class member?

A self addressed envelope is enclosed for your convenience.

Thank you for any help you can give us.

Sincerely,

Everett Holmgrain

Everett Holmgrain
Project Director

EH/eli

enc.

APPENDIX C

Dear Classes of 1959 and 1960:

During the next few months an extensive study will be made of education in Seward County. The study is sponsored by the various schools of the County, and is financed by a Federal Grant. We want to begin the study with you.

You completed your Seward County education about seven years ago. Since that time, you have had plenty of opportunity to make use of your elementary and high school education in college, in the service, on the job, in marriage -- or perhaps even in a combination of these. In any event, you have often thought back on your school days and evaluated your Seward County education in your mind. We need that evaluation.

Would you take a few minutes now and go through the enclosed questionnaire? Answer the questions to the best of your ability, realizing that the direction this study takes will depend, to an important extent, on the guidance you give us through your answers. As the study unfolds, teachers, parents, non-parent adults, and students will be asked to evaluate present day education in Seward County. The initial step in any study is an important one, one that requires a high percentage of response, so we need your help.

You will want to know how the people of Seward County evaluate their schools, and you will find out. You'll be hearing a lot about Seward County education in the months ahead. But rest assured, YOUR INDIVIDUAL ANSWERS AND EVALUATIONS WILL BE RELEASED TO NO ONE. Any reports that will be issued on this study will be issued only in summary form.

Your classes have an opportunity to give your neighbors and friends in the County a better picture of their schools than they have ever had, and an opportunity to help them develop better schools for their children in the years ahead.

And doing a little figuring, we imagine that some of these children might well be yours.

Thank you!

Everett Holmgrain

Everett Holmgrain
Project Director

APPENDIX C

YOUNG ADULT SURVEY

1967

Confidential Questionnaire

Conducted by:

Educational Survey Center
436 Seward Street
Seward, Nebraska

Everett Holmgrain, Project Director

January, 1967

Grant Number OEG-3-7-1102-0229
Project Number 1102

1-4 NUMBER ....
(Do not write in this space)

Name ....

Address ....
(street or rural route) (city and state)

5. SEX

(1)........Male
(2)........Female

6. MARITAL STATUS

(1)........Single
(2)........Engaged
(3)........Married
(4)........Spouse Deceased
(5)........Separated
(6)........Divorced
(7)........Divorced Remarried

7. YOUR RELIGIOUS AFFILIATION

(1)........No church membership
(2)........Baptist
(3)........Episcopalian
(4)........Lutheran
(5)........Methodist
(6)........Mennonite
(7)........Presbyterian
(8)........Roman Catholic
(9)........Other. Identify ....

8. YOUR FATHER'S PROFESSION OR OCCUPATION

(1)........Farmer
(2)........Laborer
(3)........Professional (doctor, lawyer, school teacher, etc.)
(4)........Proprietor or manager
(5)........Protection (police, etc.) or service (maintenance, repair, etc.)
(6)........Salesman, clerk, or cashier
(7)........Other. Identify ....

9. YOUR MOTHER'S PROFESSION OR OCCUPATION

(1)........Housekeeping (employed)
(2)........Housewife
(3)........Professional (teacher, nurse, etc.)
(4)........Proprietor or manager
(5)........Saleswoman, clerk, or cashier
(6)........Service
(7)........Waitress or cook
(8)........Other. Identify ....

10. YOUR PROFESSION OR OCCUPATION

(1)........Farmer
(2)........Housewife
(3)........Laborer
(4)........Professional. Identify ....
(5)........Proprietor or manager
(6)........Protection (police, etc.) or service (maintenance, repair, etc.)
(7)........Salesman, saleswoman, clerk, or cashier
(8)........Waitress or cook
(9)........Other. Identify ....

(If single, disregard items 11 through 13)

11. YOUR WIFE'S OR HUSBAND'S PROFESSION OR OCCUPATION

(1)........Farmer
(2)........Housewife
(3)........Manual Laborer
(4)........Professional. Identify ....
(5)........Proprietor or manager
(6)........Protection or service
(7)........Salesman, saleswoman, clerk, or cashier
(8)........Waitress or cook

12. NUMBER OF CHILDREN .... Ages of children ....

13. YOUR WIFE'S OR HUSBAND'S EDUCATIONAL EXPERIENCE

(1)........Did not complete elementary school (8th grade). Identify grade completed ....
(2)........Did not complete high school. Identify grade completed ....
(3)........High school graduate. Identify high school ....
(4)........Completed one year of college. Identify college ....
(5)........Completed two years of college. Identify college ....
(6)........Completed three years of college. Identify college ....
(7)........Completed college; college graduate. Identify college ....
(8)........Doing graduate work. Identify college ....
(9)........Has completed graduate degree. Identify degree .... College ....

14. YOUR EDUCATIONAL EXPERIENCE

(1)........Did not complete elementary school (8th Grade). Identify grade completed ....
(2)........Did not complete high school. Identify grade completed ....
(3)........High school graduate. Identify high school ....
(4)........Completed one year of college. Identify college ....
(5)........Completed two years of college. Identify college ....
(6)........Completed three years of college. Identify college ....
(7)........Completed college: college graduate. Identify college ....
(8)........Doing graduate work. Identify college..........................
(9)........Have completed graduate degree. Identify degree .... College ....

15-16 WHICH HIGH SCHOOL IN SEWARD COUNTY DID YOU ATTEND FOR THE LONGEST PERIOD OF TIME?

(1)........Beaver Crossing
(2)........Bee
(3)........Concordia
(4)........Cordova
(5)........Garland
(6)........Goehner
(7)........Milford
(8)........Pleasant Dale
(9)........Seward
(10)........Staplehurst
(11)........Utica

ELEMENTARY SCHOOL SURVEY
(Kindergarten through 8th grade)

(Please disregard items 17 through 66 if you did not attend school in Seward County during any of your elementary school years.)

17. HOW FAR DID YOU LIVE FROM YOUR ELEMENTARY SCHOOL DURING THE GREATER PORTION OF YOUR ELEMENTARY SCHOOL YEARS?

(1)........Very close
(2)........Close
(3)........Some distance
(4)........Considerable distance

18-19. WHICH ELEMENTARY SCHOOL IN SEWARD COUNTY DID YOU ATTEND FOR THE LONGEST PERIOD OF TIME?

(01)........Beaver Crossing No. 4
(02)........Bee No. 93
(03)........Cordova No. 88
(04)........Garland No. 82
(05)........Goehner No. 27
(06)........Milford No. 5
(07)........Pleasant Dale No. 21
(08)........Seward (Public) No. 9
(09)........Staplehurst (Public) No. 83
(10)........Utica No. 60
(11)........St. Johns (Seward) No. 9 (Parochial)
(12)........Marysville No. 14 (Parochial)
(13)........Garland No. 22 (Parochial)
(14)........Utica-Gresham No. 36 (Parochial)
(15)........Utica-Gresham No. 55 (Parochial)
(16)........Utica (town) No. 60 (Parochial)
(17)........Garland (town) No. 82 (Parochial)
(18)........Staplehurst (town) No. 83 (Parochial)
(19)........Camden No. 1
(20)........West Mills—Miller No. 2
(21)........Riverview—Leman No. 3
(22)........Mount Pleasant—Divan No. 6
(23)........Ruby No. 7
(24)........Skyview No. 8
(25)........Figard No. 10
(26)........Hafer No. 11
(27)........Hickman No. 12
(28)........Oak Grove No. 13
(29)........Pine Ridge No. 14
(30)........Prairie Ridge—Reynolds No. 15
(31)........Tremper—Walnut Creek No. 16
(32)........Branch No. 17
(33)........Neff—Rosedale No. 18
(34)........Stehlik—Farview No. 19
(35)........Ziegler No. 20
(36)........Gruber No. 22
(37)........Pilot Knob—Brisben No. 23
(38)........Flowing Well No. 24
(39)........Fairview—Endicott No. 25
(40)........Gordon No. 26
(41)........Bates No. 28
(42)........Sunny Side—Harling No. 29
(43)........Occidental No. 30
(44)........Hamlin No. 31
(45)........Petri No. 32
(46)........Spring Hill—Liberty No. 33
(47)........Waterman No. 34
(48)........Rosowski No. 35
(49)........Orton No. 36
(50)........Beaver Creek—Fouse No. 38
(51)........Campion No. 39
(52)........Rocker No. 40
(53)........Salem—Ward No. 41
(54)........Allard No. 42
(55)........Ritchie No. 43
(56)........Hornburg No. 44
(57)........Pool No. 45
(58)........Leahey No. 46
(59)........Pleasant View—Strayer No. 47
(60)........Stolz—Goldenrod No. 48
(61)........Glendale No. 49
(62)........Bethlehem—Success No. 50
(63)........Elk Creek—Beckman No. 51
(64)........Highland No. 52
(65)........Fosler—Bissey No. 53
(66)........Fees No. 54
(67)........Phillips No. 55
(68)........McNeil No. 56
(69)........Kinkaid No. 57
(70)........Star No. 58
(71)........Oliver—Rosemond No. 59
(72)........Blanchard No. 61
(73)........Schoop—Gard No. 62
(74)........Conway No. 63
(75)........Ihde—Sunny Slope No. 64
(76)........Dunten No. 65
(77)........Rohren No. 66
(78)........Romine No. 68
(79)........Bedford No. 70
(80)........Leger No. 71
(81)........Sleepy Hollow No. 72
(82)........Stauffer No. 73
(83)........Slonecker No. 74
(84)........Shamp No. 76
(85)........Blue Valley No. 77
(86)........Atwater No. 78
(87)........Ricenbaw No. 79
(88)........West Fairview No. 80
(89)........Sunshine—Pathe No. 84
(90)........Roebke No. 85
(91)........Patrick—Hell's Corner No. 87
(92)........Blackwood No. 89
(93)........Tamora No. 90
(94)........Gausman No. 92
(95)........Brandhorst No. 94
(96)........Cordova No. 96

HOW WOULD YOU RATE THE INSTRUCTION YOU RECEIVED IN SEWARD COUNTY ELEMENTARY SCHOOLS IN EACH OF THE FOLLOWING AREAS? PLEASE RECORD THE APPROPRIATE NUMBER FROM THE RATING SCALE IN THE SPACE BEFORE EACH ITEM.

Rating Scale
1—Outstanding
2—Very adequate
3—Fairly adequate
4—Somewhat inadequate
5—Very inadequate

LANGUAGE ARTS Instruction in:

21. ....Basic reading skills
22. ....The effective use of books other than textbooks (encyclopedia, dictionaries, etc.)
23. ....The effective use of newspapers and magazines.
24. ....Library usage skills (finding books, gathering information from several sources, etc.)
25. ....Handwriting, penmanship
26. ....Spelling
27. ....Grammar
28. ....Writing (stories, reports, letters, etc.)
29. ....Proper speech practices.
30. ....Effective listening skills.

SOCIAL STUDIES Instruction in:

31. ....History (state, county)
32. ....Geography (state, county)
33. ....Civics, citizenship, political science (knowledge of government)
34. ....Economics (use of money, our national economy)
35. ....Current events
36. ....Our state and region (history, geography, problems, etc.)

ARITHMETIC Instruction in:

37. ....Skills in computing (adding, subtracting, multiplying, dividing, etc.)
38. ....Understanding of mathematical reasoning and processes

SCIENCE Instruction in:

39. ....The physical sciences (elementary ideas in force, energy, and motion)
40. ....The biological sciences (elementary ideas in life and life processes)
41. ....The earth sciences (elementary ideas in rocks, minerals, and soil)
42. ....Conservation
43. ....Sex education

THE FINE ARTS Instruction in:

44. ....Art skills (drawing, painting, etc.)
45. ....Art appreciation
46. ....Music skills (singing, note reading, playing simple instruments, etc.)
47. ....Informal drama (impromptu class plays, creative drama, etc.)
48. ....Formal drama (acting in audience plays, reading plays, etc.)

Rating Scale
1—Outstanding
2—Very adequate
3—Fairly adequate
4—Somewhat inadequate
5—Very inadequate

PHYSICAL EDUCATION Instruction in:

49. ....Individual activities (running, gymnastics, etc.)
50. ....Group activities (games, folk dancing, etc.)
51. ....Team sports (softball, volleyball, etc.)

RELIGION (answer 52 and 53 **only** if you attended a parochial school) Insruction in:

52. ....The doctrines of the church operating the parochial school
53. ....The application of these doctrines to a person's life

In general, how would you rate your elementary school's efforts to develop these attitudes in you?

54. ....A desire to read for pleasure
55. ....An appreciation of various types of art
56. ....An appreciation of various types of dramatic presentations
57. ....An appreciation of various types of music
58. ....Concern for your fellow man
59. ....Honesty
60. ....Patriotism
61. ....Pride
62 ....Respect for your elders
63. ....Willingness to work

64. ....In general (using the rating scale above), how would you rate the **instruction** you received in elementary schools in Seward County? If inadequate, in what manner? ....

....

....

65. ....In general (using the rating scale above), how would you rate the relationships that existed between the teachers and pupils in the elementary schools you attended in Seward County? If inadequate, in what manner?...

....

66. ....In general (using the rating scale above), how would you rate the relationships that existed among the pupils in the elementary schools you attended in Seward County? If inadequate, in what manner? ....

....

HIGH SCHOOL SURVEY
(9th through 12th grades)

Using the rating scale given immediately below, evaluate the following high school courses. Please record the appropriate number from the rating scale in the space before each course.

Rating Scale

1. Took course: personally one of the most valuable taken—should be a required course
2. Took course: should be a required course
3. Took course: should be offered, but not required—valuable for some students
4. Took course: should not be offered—has very limited value, if any

5. Cannot remember taking course: should be required course
6. Cannot remember taking course: should be offered, but not required—valuable for some students

7. Did not take course: should be required course
8. Did not take course: should be offered, but not required—valuable for some students
9. Did not take or cannot remember taking course: should not be offered—has very limited value, if any.

21. ....Agriculture
22. ....Algebra
23. ....American History
24. ....American Literature
25. ....Art (appreciation and applied)
26. ....Biology
27. ....Business Education
28. ....Business Law
29. ....Chemistry
30. ....Civics (Government)
31. ....Composition
32. ....Driver's Education
33. ....English Literature
34. ....French
35. ....German
36. ....General Math
37. ....General Science
38. ....Geography
39. ....Geometry
40. ....Home Economics (clothing, food)
41. ....Industrial Arts (woodworking, metal working)
42. ....Interior Decorating
43. ....Latin
44 ....Mechanical Drawing
45. ....Modern Problems
46. ....Music (instrumental)
47. ....Music (theory)
48. ....Music (vocal)
49. ....Physical Education
50. ....Physical Science
51. ....Physics
52. ....Psychology
53. ....Religion
54. ....Secretarial Training
55. ....Shorthand
56. ....Sociology
57. ....Solid Geometry
58. ....Speech
59. ....Trigonometry
60. ....Typing
61. ....World History
62. ....World Literature

Using the rating scale given below (right), evaluate the availability of the following within your home during your high school years. Please record the appropriate number from the rating scale in the space before each item.

63. ....Current events magazines (Time, etc.)
64. ....Daily newspaper
65. ....Encylopedia
66. ....Library of personally owned books
67. ....Personal interest magazines (hobbies, homemaking, teenage, etc.)
68. ....Radio—AM
69. ....Radio—FM
70. ....Record player

Rating Scale
1.—Available—used a great deal
2.—Available—not used very much
3.—Available—hardly ever used
4.—Not available—needed
5.—Not available—not needed

71. ....Record player—stereo
72. ....Tape recorder
73. ....TV—black and white
74. ....TV—color
75. ....World map or globe

Using the rating scale given immediately below evaluate the following high school extracurricular activities. Please record the appropriate number from the rating scale in the space before each activity.

Rating Scale

1. **Participated in activity: personally a most valuable experience—encourage participation.**
2. **Participated in activity: should be sponsored—encourage participation.**
3. **Participated in activity: should be sponsored—valuable experience for some students.**
4. **Participated in activity: should not be sponsored—very limited value, if any.**
5. **Cannot remember taking course: should be required course**
6. **Cannot remember taking course: should be offered, but not required—valuable for some students**
7. **Did not participate: should be sponsored—encourage participation.**
8. **Did not participate: should be sponsored—valuable experience for some students.**
9. **Did not take or cannot remember taking course: should not be offered—has very limited value, if any**

(Indicate years of membership after each)

21. ....Annual Staff .... years
22. ....Art Club .... years
23. ....Band .... years
24. ....Baseball .... years
25. ....Basketball .... years
26. ....Camera Club .... years
27. ....Cheerleading .... years
28. ....Chorus .... years
29. ....Debate Club .... years
30. ....Dramatics .... years
31. ....Future Farmers .... years
32. ....Future Homemakers .... years
33. ....Future Teachers .... years
34. ....Football .... years
35. ....Forum .... years
36. ....Glee Club (boy's & girls) .... years
37.........Golf .... years
38. ....Honor Society .... years
39. ....Letter Club .... years
40. ....Library Club .... years
41. ....Newspaper (Journalism) Club .... years
42. ....Orchestra .... years
43. ....Pep Club (boy's & girl's) .... years
44. ....Student Government .... years
45. ....Track .... years
46. ....Wrestling .... years
47. ....Y-Teens .... years
48. ....Other. Identify........................, ...years

Using the rating scale given below (right), evaluate the high school experience you received in Seward County in each of the following areas. Please record the appropriate number from the rating scale in the space before each area. (To what extent do you feel the high school experience you received in Seward County will have prepared you for each of the following areas?)

49. ....Appreciation of art
50. ....Appreciation of dramatics
51. ....Appreciation of music
52. ....Boy-girl relationships
53. ....Civic participation
54. ....College admissions (entrance)
55. ....College life
56. ....Dating
57. ....Economic independence
58. ....Effect of TV, radio on your buying habits
59. ....Family budget
60. ....Family living
61. ....Hobby
62. ....Intelligent interpretation of news
63. ....Life's work—vocation—earning a living
64. ....Leadership
65. ....Marriage
66. ....Military service
67. ....Parental responsibility
68. ....Recreational activities
69. .... Voting

Rating Scale

1.—Outstanding
2.—Very adequate
3.—Fairly adequate
4.—Somewhat inadequate
5.—Very inadequate

APPENDIX D

Dear Classes of 1959 and 1960

Recently you were selected to participate in the Educational and Cultural Survey of Seward County and were mailed a questionnaire so you could express your ideas. Since some of the questionnaires have not been received by us, we were interested to know whether you have received yours. If there has been some error and you did not receive a questionnaire, would you please let us know?

Time is always important to all of us and possibly you have not had time enough to finish yours. Would you please check and see whether yours has been mailed?

We would like to express our appreciation to those of you who have already completed and mailed your questionnaire for taking the time to help us.

Sincerely,
Everett Holmgrain
Everett Holmgrain
Project Director

APPENDIX E

Dear Seward County Resident;

This winter an extensive study is being made of education in Seward County. This study is sponsored by the various schools in the County, and is financed by a Federal Grant.

High school seniors, teachers, administrators, recent graduates, and members of several community organizations have already participated. All have provided valuable data that will prove most helpful to school boards and faculties in the months and years ahead as they seek to improve the quality of a Seward County education.

And now we would like to ask you to help us. We need the opinions of a sampling of Seward County's residents. People who are closely connected with schools as students and teachers see schools one way, and people who are not so closely connected might possibly see things differently. That's why your opinions are valuable to us -- whether or not you attended school in Seward County, or are a parent, or are a property owner.

Will you take a few minutes now to answer the enclosed questionnaire to the best of your ability? Your answers will remain strictly confidential. Any reports that will be issued on this study will be issued only in summary form. You may return the questionnaire in the enclosed addressed and stamped envelope.

Thank you very much for your anticipated cooperation. We're sure you will be interested in reading the summary reports of this study, and in comparing your evaluations with those contained in the reports.

Yours truly,

Everett Holmgrain

Everett Holmgrain
Project Director

APPENDIX E

ADULT SURVEY

Conducted by:

Educational Survey Center
436 Seward Street
Seward, Nebraska

Everett Holmgrain, Project Director

January, 1967

Grant Number OEG-3-7-1102-0229
Project Number 1102

1-4 NUMBER ....
(Do not write in this space)

ADULT SURVEY — CONFIDENTIAL QUESTIONNAIRE

Name ....

Address ....
(street or rural route) (city and state)

5. SEX

(1)........Male
(2)........Female

6. SCHOOL ATTENDED

(1)........Children presently attending school in Seward County
(2)........Children attended (but not at present) within the past 10 years
(3)........No children have attended school in Seward County

7. HIGH SCHOOL—If any child in your family is presently attending high school please indicate the school.

(1)........Beaver Crossing
(2)........Concordia
(3)........Milford
(4)........Seward
(5)........Utica

8. YOUR SCHOOL ATTENDED

(1)........Attended grade and high school in Seward County
(2)........Did not attend either grade or high school in Seward County
(3)........Attended only grade school in Seward County
(4)........Attended only high school in Seward County
(5)........Other. Identify ....

9. HUSBAND'S PROFESSION OR OCCUPATION

(1)........Businessman
(2)........Farmer
(3)........Laborer
(4)........Professional (doctor, lawyer, school teacher, etc.)
(5)........Proprietor or manager
(6)........Protection (police, etc.) or service (maintenance, repair, etc.)
(7)........Salesman, clerk, or cashier
(8)........Other. Identify ....

10. WIFE'S PROFESSION OR OCCUPATION

(1)........Business woman
(2)........Housekeeping (employed)
(3)........Housewife
(4)........Professional (teacher, nurse, etc.)
(5)........Proprietor or manager
(6)........Saleswoman, clerk, or cashier
(7)........Service
(8)........Waitress or cook
(9)........Other. Identify ....

ELEMENTARY SCHOOL SURVEY

(Kindergarten through 8th grade)

In general, how would you rate the **instruction** children receive in Seward County elementary schools in each of the following areas? Please record the appropriate number from the rating scale in the space before each item.

Rating Scale
1—Outstanding
2—Very adequate
3—Fairly adequate
4—Somewhat inadequate
5—Very inadequate

LANGUAGE ARTS Instruction in:

21. ....Basic reading skills
22. ....The effective use of books other than textbooks (encyclopedia, dictionaries, etc.)
23. ....The effective use of newspapers and magazines.
24. ....Library usage skills (finding books, gathering information from several sources, etc.)
25. ....Handwriting, penmanship
26. ....Spelling
27. ....Grammar
28. ....Writing (stories, reports, letters, etc.)
29. ....Proper speech practices.
30. ....Effective listening skills.

SOCIAL STUDIES Instruction in:

31. ....History (state, county)
32. ....Geography (state, county)
33. ....Civics, citizenship, political science (knowledge of government)
34. ....Economics (use of money, our national economy)
35. ....Current events
36 ....Our state and region (history, geography, problems, etc.)

ARITHMETIC Instruction in:

37. ....Skills in computing (adding, subtracting, multiplying, dividing, etc.)
38. ....Understanding of mathematical reasoning and processes

SCIENCE Instruction in:

39. ....The physical sciences (elementary ideas in force, energy, and motion)
40. ....The biological sciences (elementary ideas in life and life processes)
41. ....The earth sciences (elementary ideas in rocks, minerals, and soil)
42. ....Conservation
43. ....Sex education

THE FINE ARTS Instruction in:

44. ....Art skills (drawing, painting, etc.)
45. ....Art appreciation
46. ....Music skills (singing, note reading, playing simple instruments, etc.)
47. ....Informal drama (impromptu class plays, creative drama, etc.)
48. ....Formal drama (acting in audience plays, reading plays, etc.)

Rating Scale
1—Outstanding
2—Very adequate
3—Fairly adequate
4—Somewhat inadequate
5—Very inadequate

PHYSICAL EDUCATION Instruction in:

49. .... Individual activities (running, gymnastics, etc.)
50. .... Group activities (games, folk dancing, etc.)
51. .... Team sports (softball, volleyball, etc.)

RELIGION (answer 52 and 53 ONLY if your child attended a parochial school) Instruction in:

52. .... The doctrines of the church operating the parochial school
53. .... The application of these doctrines to a person's life

In general, how would you rate your elementary school's efforts to develop these attitudes in children?

54. .... A desire to read for pleasure
55. .... An appreciation of various types of art
56. .... An appreciation of various types of dramatic presentations
57. .... An appreciation of various types of music
58. .... Concern for your fellow man
59. .... Honesty
60. .... Patriotism
61. .... Pride
62. ....Respect for your elders
63. .... Willingness to work
64. .... In general (using the rating scale above), how would you rate the **instruction** children receive in elementary schools in Seward County? If inadequate, in what manner? ....

....

....

65. .... In general (using the rating scale above), how would you rate the relationships that exist between the teachers and pupils in the elementary schools in Seward County? If inadequate, in what manner? ....

....

66. .... In general (using the rating scale above), how would you rate the relationships that exist among pupils in the elementary schools in Seward County? If inadequate, in what manner? ....

....

HIGH SCHOOL SURVEY
(9th through 12th grades)

Using the rating scale given immediately below, evaluate the following high school courses. Please record the appropriate number from the rating scale in the space before each course.

Rating Scale

1. Required course: should be taken by all students—valuable course.
2. Should be offered: valuable for some students.
3. Should not be offered: has limited value, if any.

21. ....Agriculture
22. ....Algebra
23. ....American History
24. ....American Literature
25. ....Art (appreciation and applied)
26. ....Biology
27. ....Business Education
28. ....Business Law
29. ....Chemistry
30. ....Civics (Government)
31. ....Composition
32. ....Driver's Education
33. ....English Literature
34. ....French
35. ....German
36. ....General Math
37. ....General Science
38. ....Geography
39. ....Geometry
40. ....Home Economics (clothing, food)
41. ....Industrial Arts (woodworking, metal working)
42. ....Interior Decorating
43. ....Latin
44 ....Mechanical Drawing
45. ....Modern Problems
46. ....Music (instrumental)
47. ....Music (theory)
48. ....Music (vocal)
49. ....Physical Education
50. ....Physical Science
51. ....Physics
52. ....Psychology
53. ....Religion
54. ....Secretarial Training
55. ....Shorthand
56. ....Sociology
57. ....Solid Geometry
58. ....Speech
59. ....Trigonometry
60. ....Typing
61. ....World History
62. ....World Literature

Using the rating scale given below (right), evaluate the availability of the following within your home. Please record the appropriate number from the rating scale in the space before each item.

Rating Scale

1.—Available—used a great deal
2.—Available—not used very much
3.—Available—hardly ever used
4.—Not available—needed
5.—Not available—not needed

63. ....Current events magazines (Time, etc.)
64. ....Daily newspaper
65. ....Encylopedia
66. ....Library of personally owned books
67. ....Personal interest magazines (hobbies, homemaking, teenage, etc.)
68. ....Radio—AM
69. ....Radio—FM
70. ....Record player
71. ....Record player—stereo
72. ....Tape recorder
73. ....TV—black and white
74. ....TV—color
75. ....World map or globe

Using the rating scale given immediately below evaluate the following extracurricular activities according to the importance you feel they should receive in the high school curriculum. Please record the appropriate number from the rating scale in the space before each activity.

Rating Scale

1. Outstanding: should be sponsored—encourage participation.
2. Limited value: should be sponsored—valuable for some students
3. Should not be offered: should not be sponsored—has no value

21. ....Annual Staff
22. ....Art Club
23. ....Band
24. ....Baseball
25. ....Basketball
26. ....Camera Club
27. ....Cheerleading
28. ....Chorus
29. ....Debate Club
30. ....Dramatics
31. ....Future Farmers
32. ....Future Homemakers
33. ....Future Teachers
34. ....Football
35. ....Forum
36. ....Glee Club (boy's & girls)
37. ....Golf
38. ....Honor Society
39. ....Letter Club
40. ....Library Club
41. ....Newspaper (Journalism) Club
42. ....Orchestra
43. ....Pep Club (boy's & girl's)
44. ....Student Government
45. ....Track
46. ....Wrestling
47. ....Y-Teens
48. ....Other. Identify........................,

Using the rating scale given below (right), evaluate the high school experience children receive in Seward County in each of the following areas. Please record the appropriate number from the rating scale in the space before each area. (To what extent do you feel the high school experience children receive in Seward County will have prepared them for each of the following areas?)

Rating Scale

1.—Outstanding
2.—Very adequate
3.—Fairly adequate
4.—Somewhat inadequate
5.—Very inadequate

49. ....Appreciation of art
50. ....Appreciation of dramatics
51. ....Appreciation of music
52. ....Boy-girl relationships
53. ....Civic participation
54. ....College admissions (entrance)
55. ....College life
56. ....Dating
57. ....Economic independence
58. ....Effect of TV, radio on your buying habits
59. ....Family budget
60. ....Family living
61. ....Hobby
62. ....Intelligent interpretation of news
63. ....Life's work—vocation—earning a living
64. ....Leadership
65. ....Marriage
66. ....Military service
67. ....Parental responsibility
68. ....Recreational activities
69. ....Voting

APPENDIX F

A Survey of Educational Media in Seward County Schools

TEACHER QUESTIONNAIRE

Conducted by:

Educational Survey Center
436 Seward Street
Seward, Nebraska

Everett Holmgrain, Project Director

January, 1967

Grant Number OEG-3-7-1102-0229
Project Number 1102

TEACHER SURVEY—CONFIDENTIAL QUESTIONNAIRE 1—4 ....
(Do not write in this space)

Name ....

School ....

5. SEX
(1)........Male
(2)........Female

6. AGE
(1)........20-30
(2)........31-40
(3)........41-50
(4)........51-60
(5)........61-70

7. Please check the highest degree you hold.
(1)........Teaching certificate
(2)........A.A.
(3)........B.A., B.S., B.Ed.
(4)........M.A., M.S., M.Ed.
(5)........Ph.D., Ed.D.
(6)........Other ....

8-9. Year highest degree received? ....

10. Major field for highest degree:
(1)........Art
(2)........Education
(3)........English
(4)........Mathematics
(5)........Music
(6)........Natural Science
(7)........Physical Science
(8)........Social Science
(9)........Other. Identify ....

11. Identify grade level presently teaching:
(1)........All grades
(2)........Kindergarten (only)
(3)........Kindergarten and lower grades
(4)........Lower grades (1-3)
(5)........Middle grades (4-6)
(6)........Upper grades (Junior high school)
(7)........High School
(8)........Other. Identify ....

12-13. If teaching in departmentalized school or high school, identify major teaching area:
(01)........Agriculture
(02)........Art
(03)........Business Education
(04)........English (composition, grammar)
(05)........English (literature)
(06)........English (speech)
(07)........Economics
(08)........Foreign Language (modern)
Identify ....
(09)........Foreign Language (classical)
Identify ....
(10)........Geography
(11)........Government
(12)........Health, safety, physical education
(13)........History
(14)........Home Economics
(15)........Mathematics
(16)........Modern Problems
(17)........Music
(18)........Religion
(19)........Science (biological)
(20)........Science (earth)
(21)........Science (physical)
(22)........Trade, industrial arts
(23)........Other. Identify ....

14-15. Including this year, how many years have you been teaching in this school? .... **(years)**

16-17. Including this year, how many years have you been teaching? .... **(years)**

PART 1 — AVAILABILITY OF EDUCATIONAL MEDIA

Using the Rating Scale given below, evaluate the availability of the following Educational Media in your school.

Rating Scale

1. Readily available within classroom
2. Readily available—nearby room
3. Available but somewhat inconvenient
4. Available but very inconvenient
5. Unavailable
6. Other. Explain ....

EDUCATIONAL MEDIA

Presentation Devices
(21)........16mm motion picture projector
(22)........8mm motion picture projector
(23)........Filmstrip projector
(24)........Filmstrip previewer
(25)........Slide projector
(26)........Overhead projector
(27)........Opaque projector
(28)........Television receiver
(29)........Radio
(30)........Record player
(31)........Tape recorder
(32)........Earphone set

Production Equipment
(33)........35mm camera
(34)........8mm camera
(35)........Dry mount press
(36)........Photocopier
(37)........Ditto machine

Materials
(38)........Maps
(39)........Globes
(40)........Models
(41)........Flannel boards
(42)........Magnetic boards
(43)........Professional books (Methodology, etc.)
(44)........Professional periodicals (English Journal, Social Studies, etc.)
(45)........Programmed units (book)
(46)........Programmed units (machine)
(47)........16mm instructional films
(48)........8mm instructional films
(49)........Filmstrips
(50)........Slide sets
(51)........Recordings—disc
(52)........Recordings—tape
(53)........Flat picture sets
(54)........Overhead transparency sets
(55)........Overhead transparency master sets
(56)........Newspapers—Daily
(57)........Newspapers—Weekly (Weekly Reader, etc.)
(58)........Current Events Magazines (Time, Life, etc.)
(59)........Subject Magazines (National Geographic, etc.)
(60)........Dictionaries
(61)........Encyclopedias
(62)........Indexes (Readers Guide, etc.)
(63)........Fiction Books
(64)........Non-Fiction Books (other than texts)

PART II — SOURCES OF INFORMATION AND TRAINING

21. Please indicate how your school provides you with information about educational media. PLEASE CHECK ONLY ONE ANSWER.

(1)........Each teacher has his own list or catalog.
(2)........Each department receives this information.
(3)........The school educational media coordinator has this information.
(4)........This information is available in the school library.
(5)........The principal has this information.
(6)........Other. Specify ....
(7)........None

22. Is this information sufficient for your needs or not as complete as you would like?

(1)........Sufficient
(2)........Incomplete

What type of educational media training have you had? PLEASE CHECK ALL THAT APPLY.

23. ....College or university course(s)
24. ....Summer workshop
25. ....In-service training during school year
26. ....Other. Specify ....
27. ....None

28. Of the following sources which one has given you the MOST VALUABLE information about educational media suitable for your classes? PLEASE CHECK ONLY ONE ANSWER.

(1)........Catalog or bulletin issued by my school or school district
(2)........Information supplied by distributors or manufacturers of educational media
(3)........Training sessions or workshops given by my school district
(4)........An educational media course or summer workshop at a university or college
(5)........Fellow teachers
(6)........Educational Media Coordinator or School Librarian
(7)........Principal
(8)........Professional journals
(9)........Other. Specify ....

Please check the THREE types of assistance that would be most helpful to you in using educational media effectively. Numbers 29-36.

29. ....Information on appropriate educational media for my classes
30. ....Instruction or help in operating the equipment
31. ....Suggestions on the best use of available materials
32. ....Help in keeping up-to-date on new educational media
33. ....Help in ordering materials and procuring equipment
34. ....Classifying and storing materials
35. ....Help in producing my own teaching materials (Picture mounting, 35mm slides, overhead transparencies, tape recordings, etc.)
36. ....Other. Specify ....

Please check which of the following educational media you have made and/or supplied for your class. Numbers 37-44.

37. ....Slides
38. ....Transparencies
39. ....Tapes
40. ....Books
41. ....Flat pictures
42. ....Realia-models
43. ....Other. Identify ....
44. ....None

How familiar are you with the operation of the following equipment?
PLEASE CHECK ONE ANSWER FOR EACH PIECE OF EQUIPMENT LISTED.

	Equipment	Have Never Operated	Find Hard To Operate	Find Easy To Operate	Can Teach Someone Else To Operate
45.	Slide filmstrip projector	(1)	(2)	(3)	(4)
46.	Film projector	(1)	(2)	(3)	(4)
47.	Tape recorder	(1)	(2)	(3)	(4)
48.	Overhead projector	(1)	(2)	(3)	(4)
49.	Opaque projector	(1)	(2)	(3)	(4)

PART III — OVERVIEW OF EDUCATIONAL MEDIA

Please indicate whether you agree or disagree with the following statements.

50. (1) Agree........I have sufficient time to preview and prepare materials properly.
(2) Disagree........
51. (1) Agree........I find it easy to integrate various educational media into my teaching.
(2) Disagree........
52. (1) Agree........I know what educational media are most appropriate for my grade level.
(2) Disagree........
53. (1) Agree........I have little difficulty ordering materials and scheduling equipment.
(2) Disagree........
54. (1) Agree........Materials and equipment are generally available when I need them.
(2) Disagree........
55. (1) Agree........I can produce such materials as overhead transparencies, slides, etc. for use in
(2) Disagree........ my classes.
56. (1) Agree........My classroom is properly set up to use projected materials.
(2) Disagree........
57. (1) Agree........Available equipment is new or in good condition.
(2) Disagree........
58. (1) Agree........Students tend to look on lessons using educational media as "entertainment".
(2) Disagree........
59. (1) Agree........Educational media are too expensive for the results achieved.
(2) Disagree........
60. (1) Agree........Our school has sufficient space for housing educational media.
(2) Disagree........
61. (1) Agree........Educational media are organized in our school so that teachers and children may
(2) Disagree........ use them efficiently.
62. (1) Agree........The teachers in my school have a positive attitude toward the use of educational
(2) Disagree........ media.

THANK YOU FOR YOUR HELP.

Portions of Parts II and III adapted from A STUDY OF AUDIOVISUAL MEDIA IN THE PUBLIC SCHOOLS conducted by The Bureau of Social Science Research, Inc. for the U. S. Office of Education.

APPENDIX G

PRINCIPAL QUESTIONNAIRE

Conducted by:

Educational Survey Center
436 Seward Street
Seward, Nebraska

Everett Holmgrain, Project Director

January, 1967

Grant Number OEG-3-7-1102-0229
Project Number 1102

PRINCIPAL SURVEY

1-4 Number ....
(Do not write in this space)

Principal's Name ....

5. School ....

6. Area/level of responsibility
   - (1)........Elementary
   - (2)........Elementary—Junior High
   - (3)........Elementary—Junior High—Senior High
   - (4)........Junior High
   - (5)........Junior High—Senior High
   - (6)........Senior High

7. & 8. Number of classrooms ....

Enrollment ....

Rating Scale
(1)........Equipment not available
(2)........Used almost daily
(3)........Used frequently—several times a week
(4)........Used infrequently—less than once a week
(5)........Used very seldom—less than once a month
(6)........Never used
(7)........Other. Explain

Instructions
1. In column #1 indicate how many are available in your school.
2. In column #2 use the rating scale to indicate the usage of educational media in your school.

Presentation Devices	**1. Number Available**	**2. Amount of usage**
16mm motion picture projector	(21)	(22)
8mm motion picture projector	(23)	(24)
Filmstrip projector	(25)	(26)
Filmstrip previewer	(27)	(28)
Slide projector	(29)	(30)
Overhead projector	(31)	(32)
Opaque projector	(33)	(34)
Television receiver	(35)	(36)
Radio	(37)	(38)
Record player	(39)	(40)
Tape recorder	(41)	(42)
Earphone set	(43)	(44)
Production Equipment		
35mm camera	(45)	(46)
8mm camera	(47)	(48)
Dry mount press	(49)	(50)
Photocopier	(51)	(52)
Ditto machine	(53)	(54)
Materials		
Maps	(21)	(22)
Globes	(23)	(24)
Models	(25)	(26)
Flannel boards	(27)	(28)
Magnetic boards	(29)	(30)
Professional books (Methodology, etc.)	(31)	(32)

	1. Number Available	**2. Amount of usage**
Professional periodicals (English Journal, Social Studies, etc.)	(33)	(34)
Programmed units (book)	(35)	(36)
Programmed units (machine)	(37)	(38)
16mm instructional films	(39)	(40)
8mm instructional films	(41)	(42)
Filmstrips	(43)	(44)
Slide sets	(45)	(46)
Recordings—disc	(47)	(48)
Recordings—tape	(49)	(50)
Flat picture sets	(51)	(52)
Overhead transparency sets	(53)	(54)
Overhead transparency master sets	(55)	(56)
Newspapers—Daily	(57)	(58)
Newspapers—Weekly (Weekly Reader, etc.)	(59)	(60)
Current Events Magazines (Time, Life, etc.)	(61)	(62)
Subject Magazines (National Geographic, etc)	(63)	(64)
Dictionaries	(65)	(66)
Encylclopedias	(67)	(68)
Indexes (Readers Guide, etc.)	(69)	(70)
Fiction Books	(71)	(72)
Non-Fiction Books (other than texts)	(73)	(74)

APPENDIX H

ORGANIZATION SURVEY

Conducted by:

Educational Survey Center
436 Seward Street
Seward, Nebraska

Everett Holmgrain, Project Director

January, 1967

Grant Number OEG-3-7-11-2-0229
Project Number 1102

Organization Survey — Confidential Questionnaire — Organization Number (1-4) ....

5. (1)........Male
   (2)........Female

6. (1)........Single
   (2)........Married
   (3)........Separated
   (4)........Divorced
   (5)........Widow(er)

7. (1)........Under 20 years of age
   (2)........21—30
   (3)........31—40
   (4)........41—50
   (5)........51—60
   (6)........61—70
   (7)........Over 70 years of age

8. Mailing address: City or town only: ....

   Also check here if you are on a rural route..........

9. Your business or profession (check only one)

   (1)........Business man or woman
   (2)........Farmer
   (3)........Housewife
   (4)........Laborer
   (5)........Professional. Identify ....
   (6)........Proprietor or manager
   (7)........Protection (police, etc.) or service (repair, etc.) Identify ....
   (8)........Salesman or woman, clerk, cashier
   (9)........Waitress or cook

10. Circle the last year of school you completed.

    1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 some graduate work graduate degree

11. Circle the number of years you attended elementary school in Seward County.

    None 1 2 3 4 5 6 7 8

12. Circle the number of years you attended high school in Seward County.

    None 1 2 3 4

13.........Number of pre-school children in your family.

14. ....Number of children in your family presently in grades kindergarten through 8.

    Identify the school they attend (15-16)

    (1)........Beaver Crossing
    (2)........Bee
    (3)........Cordova
    (4)........Garland Public
    (5)........Garland Rural Parochial
    (6)........Goehner Public
    (7)........Milford
    (8)........Our Redeemer
    (9)........Pleasant Dale
    (10)........St. Johns Parochial
    (11)........Seward Public
    (12)........Staplehurst Public
    (13)........Ulysses
    (14)........Utica Public
    (15)........Utica Rural Parochial
    (16)........Utica Town Parochial
    (17)........Other. Identify ....

17. ....Number of children in your family presently in grades 9 through 12.

    Identify the school they attend (18)

    (1)........Beaver Crossing
    (2)........Concordia High
    (3)........Milford
    (4)........Seward Public
    (5)........Utica

19. ....Number of young people in your family presently attending college.

20. ....Number of other children (married, working, service, etc.)

The following programs and activities have been suggested by some as being important to the well-being of a community. How important would you rate them for your community? Use the rating scale below. Consider such factors as needs, interests, and costs in your evaluation as you think these factors important.

1. An important program: Instruction should be available for all ages through school sponsored and financed programs.
2. An important program: Elementary and high school students should be instructed in school programs, and adults in programs sponsored and financed privately or by community organizations.
3. An important program: Instruction at all age levels should be sponsored and financed by non-school community organizations and through fees charged to participants.
4. I have no opinions on the importance or non-importance of this program.
5. This program has no place as an organized activity in our community.

Fine Arts Programs

(21)........Drawing and painting

(22)........Ceramics

(23)........Photography

(24)........Dancing and Ballet

(25)........Square dancing

(26)........Book discussion groups

(27)........Dramatics participation

(28)........Individual music lessons

(29)........Group vocal music lessons

(30)........Group instrumental groups

(31)........Recreation (bridge, chess)

(32)........Competitive sports (football, etc.)

seful Arts Programs

(33)........Home care and repair (landscaping refinishing, etc.)

(34)........Cooking

(35)........Interior decorating

(36)........Knitting

(37)........Sewing

(38)........Industrial arts (woodworking, leather, metal, etc.)

(39)........Foreign language classes

(40)........Public speaking

(41)........Current affairs discussions

(42)........Radio broadcasting (ham)

(43)........Use of money (banking, stocks, etc.)

(44)........Typing

Health and Safety Programs

(45)........Bicycle safety

(46)........Driver training

(47)........First aid

(48)........Civil defense

(49)........Physical fitness

(50)........Mental hygiene

(51)........Sex education

(52)........Swimming instruction

(53)........Hunting and fishing instruction

(54)........Child care

Special Education Programs

(55)........Speech handicapped

(56)........Emotionally disturbed

(57)........Mentally retarded

(58)........Physically handicapped

APPENDIX I

ORGANIZATION SURVEY

Background information for the person administering the questionnaire

In recent years federal involvement in education at the elementary and secondary levels has increased greatly. Two patterns have developed in the disbursement of funds: 1. Much of this assistance has gone to larger school districts who had the manpower to develop proposals for such programs, 2. The proposals have been developed by professional educators with little direct involvement by the people themselves.

Seward County superintendents and school boards began discussing this problem about two years ago. They decided to pool their resources and develop a plan that would involve the people of their districts in the development of their proposals. Their hope was to develop questionnaires and other instruments that would permit other smaller Midwest school districts to carry out the background research necessary to develop adequate proposals to improve the educational opportunities in their districts. The United States Office of Education agreed that this was a good approach to the problem and agreed to finance the project.

This questionnaire is one of several instruments developed to discover community opinions about education. It seeks information from people who demonstrate special interest in improving community life.

This questionnaire will take only a few minutes to answer. On the first page you are asked to report some information about yourself so that your responses can be properly compared with responses received from others in your organization and community. You will note that your name is omitted from the list of questions asked. Only honest opinions are sought in this study, not names.

On the second page you are asked to evaluate the importance of 38 programs that are frequently mentioned when people talk about additions to a school's curriculum and a community's out-of-school educational and cultural life. You are also asked to indicate in a general way who should sponsor and finance such programs if you think that they are important for your community.

Now let's work page 1.

Now let's work page two. Perhaps a few words of additional information on the rating scale are in order.

You will note that numbers 1, 2, and 3 indicate that you think the program important. A number 1 rating also indicates that you think the school should sponsor and finance the program at all age levels (although it is certainly assumed that in some of these programs participants might be asked to pay for materials used, particularly in adult education programs). A number 2 rating indicates that you think free instruction should be provided for the school age population, but that other community agencies should support any adult education program. A number 3 rating indicates that you believe that non-school organizations or the participants themselves ought to sponsor and finance the program at all levels.

A number 4 rating indicates that you have no opinions for or against the program indicated. You've never thought about it, and/or you don't presently know what you'd say if the issue ever came up.

A number 5 rating indicates that you do not think this program worthwhile as an organized activity in your community. If someone wants to go elsewhere to participate, that's all right with you -- but you certainly can't see your community doing anything to encourage such activity.

All right? Now rate the programs the way YOU think they should be rated.